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ABSTRACT

This guide presents the philosophy, goals, and objectives, as well as the scope and sequence of German instruction at four levels for the public schools of Hawaii. The emphasis is on cultural awareness and communicative competence in German. The goals, objectives, and performance expectations are presented as guides from which teachers can derive specific objectives for their own situations. The guide has eight sections covering the following areas: (1) general outline and explanation of philosophy, goals, objectives, and performance expectations in listening, speaking, reading, writing, and culture; (2) suggestions for teaching the four skills; (3) a curriculum outline for developing the four skills and incorporating phonology, morphology, syntax, vocabulary, and culture; (4) outline and charts of the scope and sequence of the secondary German language program; (5) a description and outline of performance expectation in skills and content according to level; (6) considerations on use of a textbook series and supplementary materials; (7) testing; and (8) ideas for learning activities.

(AMH)

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GERMAN LANGUAGE PROGRAM GUIDE



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FOREWORD

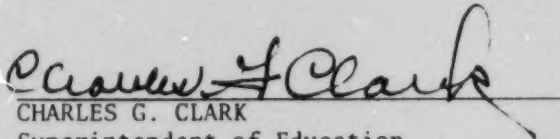
If you browse through the pages of our Hawaii telephone directory, you will see Germanic names throughout. Many families are first generation while others go back to the beginning of our nation when the new Congress chose the English language over German by a very narrow margin.

Recent news articles have predicted that with the change in international monetary values and air regulations, Hawaii can anticipate major influxes of German-speaking tourists.

Each summer for the last decade, the German government has awarded a trip to Germany for a student from Hawaii. The German American Partnership Program (GAPP) has been activated, and we anticipate exchanges between our students studying German and students from Germany. These activities are the continuation of a tradition dating back as early as 1824 when an Hawaiian youth given the name Harry or Heimrich Maitey went to Berlin as a protégé of the Prussian king.

An understanding of German enhances the understanding of another culture, art, literature and music. It also clarifies the humanistic and scientific contributions made by Germanic people worldwide. Names which come to mind are Albrecht Durer (art), Martin Luther (theology), Karl Marx (sociology), Ludwig van Beethoven (music), Albert Einstein (science) and Henry Kissinger (politics).

This guide is intended to assist administrators, teachers and others dedicated to achieving the goals of teaching German, appreciating its culture and furthering international understanding.


CHARLES G. CLARK
Superintendent of Education

ACKNOWLEDGMENTS

The American Association of the Teachers of German, Hawaii Chapter, has played a key role in assisting our State Educational Specialist of the Asian, European and Pacific Language Program in preparing this guide. Mr. Willi Moelzer, Mrs. Anneliese Moore and Mrs. Charlotte Unni have made special contributions.

The Asian, European and Pacific Language Program is indebted to the above and to the many others who have contributed. Their support of the study of German language and culture is recognized and appreciated.



The famous painting of Washington crossing the Delaware on Christmas Eve of 1776 prior to the battle of Trenton was painted by Emanuel Leutze, born in Gmünd in Württemberg.

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CHAPTER 1

PURPOSE OF THE GUIDE

The purposes of this German Language Program Guide, which is to be used in conjunction with the Foreign Language Program Guide, are to express the philosophy, goals and objectives, and to outline the scope and sequence of German instruction at various levels for the public schools of Hawaii. All of these elements are considered within the framework of the Master Plan for Public Education in Hawaii, the Foundation Program Objectives and the Performance Expectations.

The emphasis is to produce cultural awareness and communication competence in German at levels I, II, III, and IV (grades 7-12). Some schools offer levels V and VI as well. Program goals are presented for the students' development of the four language skills--listening, speaking, reading, and writing--and an understanding of German culture.

This guide is designed to aid schools in developing their own instructional program within the framework of the Foundation Program objectives. To assist schools in this effort, the guide outlines program goals, program objectives and performance expectations from which teachers can establish instructional objectives relative to their own classroom situations.

German courses are noted in the Approved Courses and Code Numbers document. There are two major divisions: German I-VI (0821-0826) and Conversational German & Culture I and II (0827 and 0828). The latter is more of an introduction for intermediate grades or students who choose a less in depth approach.

The guide does not advocate any specific methodology, nor specific materials. Teachers are free to select from the Approved Instructional Materials (AIM) publication those materials they feel are best suited to meet the needs of individual students.

The emphasis of this guide will be on the second German program goal, which concerns the listening, speaking, reading and writing skills and supports and reinforces Foundation Program Objective I, "Develop Basic Skills for Learning and Effective Communication with Others." Program goal number one, which concerns the cultural aspects of the language, will be covered in much greater detail in a subsequent document. Program goal number one is associated principally with foundation program objectives VII and VIII, "Develop A Continually Growing Philosophy Such That the Student Is Responsible to Self as Well As to Others" and "Develop Creative Potential and Aesthetic Sensitivity."

The Foreign Language Program Guide covers many of the basic details of language instruction and philosophy and as stated above should be used in conjunction with this German Language Program Guide.

PHILOSOPHY OF GERMAN LANGUAGE PROGRAM

The study of German adds a dimension of enrichment that should be an integral part of the academic experience. This experience should begin at the earliest possible age when continuous progress in the language can be assured.

No language or country is so strong that it can be independent of the languages and cultures of the rest of humanity. Only through language can a person be known and only through a person can a nation be truly understood. Learning even the fundamentals of German will help to remove the barriers resulting from a monolingual and monocultural perspective.

Studying German in Hawaii is an exhilarating intellectual experience. For the student of German, many vistas open up to distant countries, to the richness of their varying cultures and to the people who represent these cultures. Eight million Austrians differ markedly from over 60 million West Germans (Federal Republic of Germany), yet they all speak the same language. The ambitions and the day-by-day activities of the citizens in the sober, highly disciplined German Democratic Republic (East Germany) south of the Baltic Sea are worlds apart from those of the few thousand Liechtensteiners who inhabit a minute picture-book principality in the Alps, but German is spoken in both countries. And then there are the speakers of German, the largest language group, in quadrilingual Switzerland with her democratic traditions of an ancient confederation.

Students will likewise find particular satisfaction through the study of German because that language represents part of the Islands' cultural heritage. German-speaking artists and scientists were among the first to document the beauty and strength of Hawaii, but they were also among the first to warn against the destruction of Hawaii's ancient traditions, especially against the neglect of the Hawaiian language. No wonder that the first Hawaiian grammar was written in German. Also written in German and published in Berlin in 1819 was a novel with the first fictional setting in Honolulu. Its author was E.T.A. Hoffman, one of the best of the time. Later in the 19th century, the melodies of an Austrian band visiting in Honolulu gave a new spark to Hawaii's love of music. Henri Berger, a German, directed the Royal Hawaiian Band from 1872 to 1916. He fused the new with the existing Hawaiian talent. King Kalakaua and Berger composed Hawai'i Pono'i.

As in every second-language learning situation, students of German improve the understanding of their native language, an asset in their high school, college, and professional career. For college-bound students, German is most useful because it is widely required in higher education as part of programs in the biological sciences, in psychology, and in art history, to name only a few fields. German is especially useful in the area of Pacific Island Studies: a vast number of books and articles were published in German and much material is still resting in archives around the world awaiting utilization by young scholars.

THE VALUE OF THE GERMAN LANGUAGE PROGRAM

It is important for a student to know the values of studying German and through the language the culture of its many speakers.

The student enlarges his or her world by participating linguistically and culturally in the life of other people. Direct contact with Germanic culture can become one of the most rewarding experiences of the student's life.

Our country needs citizens who can communicate with people of other cultures. The study of German prevents the student from assuming that all languages convey meaning in the same way as English. This will help to avoid misunderstandings regarding the actions, customs, and beliefs of other peoples, a lack of insight which modern Americans can ill afford to have.

As the student identifies with a peer group in a Germanic society and learns the goals, aspirations, and values of that society's culture, he or she will see the world as a person of another culture may see it. The issues within the student's own culture will become more manageable as insights into other societies increase.

The study of German gives the student a greater appreciation for the many ethnic groups which make up his or her community and the United States as a whole. It enables the student to respect those who have retained their accents and to sympathize with those who are learning English.

The values realized through the study of the German language and culture prepare the student for greater enjoyment of foreign travel and for a wider range of interesting job opportunities. Germanic countries are some of the world's key political and commercial influences.

The experts (psychologists, sociologists, cultural anthropologists) are in agreement that to get to understand a people one must learn their language. German gives to those who study it the opportunity to know the developing civilization of the Old World and the enormous variety of German speakers who explored and populated the New World as well as all the peoples of today's Germanic world.

Throughout American history German-speaking immigrants have played important roles in the development of our country.

German, in addition to East and West Germany, is spoken in Austria, Switzerland, and Liechtenstein. German is also an important language in areas of Poland, Czechoslovakia, Hungary, Africa and Polynesia.

Contemporary Europe is seeing a spread of the German language and culture through the "Gastarbeiter," workers who come to Germany seeking job opportunities and higher salaries. Hundreds of thousands have come from Yugoslavia, Turkey, Italy, Spain and North Africa in the last three decades.

Germans are great vacationers and this has been an acknowledged factor contributing to the increase in the use of German in Europe and throughout the world.

When all of these aspects are added to the strength of the German mark and Swiss franc, it is obvious that German is destined to continue to be a major world language in the last quarter of the 20th century and beyond.

Even though English has become the foreign language most studied worldwide, it was Herr Waldseemüller, a cartographer, who suggested the name "America" in 1607. In 1681 Pennsylvania was founded and the Mennonites docked in Philadelphia on October 6, 1683, a day which is still celebrated in many parts of the United States as "German Day."

Great American cities spanning the nation have been born from the toil of these hard working pioneers as they migrated toward the Midwest and beyond.

The Hawaii Chapter of the American Association of the Teachers of German (AATG) estimates that there are over 5,000 first generation German speakers currently residing in Hawaii.

We must not become egocentric. Inhabitants of the world are important to us for humanistic and strategic reasons; we must make a language-learning effort that is as impressive as that of other countries. Worldwide, countries are broadening their scope and sharpening their insights by learning a second language. We must not deprive ourselves of a corresponding expansion of our commerce, our abilities and visions.



Die Gründung Pennsylvaniens: William Penn schließt am 5. März 1681 seinen Vertrag mit den Indianern ab.

William Penn's treaty with the Indians on March 5, 1681, opened up a huge territory to settlement, including the largest German concentration in the colonies.



Germantown, die erste deutsche Siedlung, bewahrte lange ihren kleinstädtischen Charakter. Heute ein Stadtteil Philadelphias.

Germantown was the earliest German settlement, founded by Mennonites escaping religious persecution in Westphalia. Today it is a part of Philadelphia.

GERMAN LANGUAGE PROGRAM GOALS

There are two primary goals in the German Language Program:

1. To create an awareness and an appreciation of Germanic culture with its far reaching effects throughout our world.
2. To teach students the basic listening, speaking, reading and writing skills which will enable them to think and to communicate in the language.

PROGRAM OBJECTIVES: CULTURE

The student should be able:

1. To develop a receptive attitude toward the German language and a realistic view of the overall cultures it represents.
2. To develop a fuller understanding of the meaning of words and non-verbal communication along with their background and any special significance they might have in view of cultural emphasis.
3. To develop an acquaintance with and respect for German-speaking people in the student's own community as well as an awareness of their historical and contemporary role in our society.
4. To develop an understanding of the Germanic family unit and its impact upon and contribution to the societies of which it is a part.
5. To develop a familiarity with and understanding of the educational opportunities available in the German-speaking world, and how these opportunities affect the economic and social development of the various countries.
6. To develop an understanding of how governments are similar to and different from our own.
7. To develop an acquaintance with the religious aspects in the life of the people.
8. To develop an understanding of the geographic influences upon the economic and social development of the countries.
9. To develop an appreciation of the crucial role played by the German-speaking world in the sciences and creative arts.
10. To develop a knowledge of history and historical figures, cultural heroes, literature and representative characters within the literature of the German-speaking world.
11. To appreciate the beauty intrinsic within the language with its sounds and rhythm and to understand that most areas have dialectical variations.
12. To develop a fuller realization and understanding of American culture and the impact of American policies worldwide through the additional perspectives gained by studying other cultures.

13. To develop an understanding of the economic, political and social programs which influence the lives within the German-speaking world and consequently, the entire world.

Molly Pitcher, die populäre amerikanische Revolutionsheldin, bedient hier anstelle ihres wegen der Hitze ohnmächtigen Mannes dessen Kanone. Sie entstammte einer deutschen Familie aus Pennsylvanien.

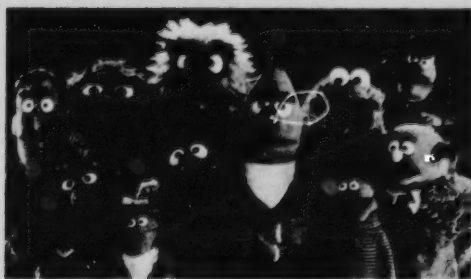
Molly Pitcher was the nickname of Mary Ludwig Hays McCauley, née Hass (or Has), the descendant of German immigrants in Pennsylvania. The illustration shows the famous legend of the lady who carried pitchers of water to the soldiers taking over her artilleryman husband's cannon as he was prostrated by the heat on the extremely hot day of the battle of Monmouth.



PROGRAM OBJECTIVES: LANGUAGE SKILLS

The student should be able:

1. To listen to and comprehend the German language when spoken at a normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.
3. To read material on a given level with direct understanding and without translation.
4. To write about a subject within the range of the student's experience using authentic German patterns.
5. To employ the idiomatic nuances and gestural language common to native speakers of German.
6. To develop a better command of the English language through additional perspectives gained by studying another language.
7. To learn basic grammar and its application.
8. To learn to think in the language, the ultimate goal of German language study.
9. To realize the mutual influence English and German have had upon the development of each other's language.



Sesamestraße - Ernie, Bert, das Krümelmonster und alle ihre Freunde sind in Deutschland genauso beliebt wie in ihrer Heimat. Das deutsche Fernsehen fügt noch zusätzliche Szenen ein, um die Kinder hier stärker mit den Figuren und ihren Problemen bekanntzumachen.

Sesame Street - Ernie, Bert, the Cookie Monster and all their friends are just as popular in Germany as they are at home. Special footage is added to the show to make the German children feel more at home with the characters and their problems.

THE HIERARCHY OF GOALS, OBJECTIVES, AND PERFORMANCE EXPECTATIONS IN THE GERMAN PROGRAM

The Master Plan for Public Education in Hawaii mentions a number of educational purposes which relate to the Asian, European and Pacific Language Program. One purpose concerns helping students to understand and to appreciate other individuals belonging to social, cultural, and ethnic groups different from their own. Another deals with helping students acquire the skills of listening, speaking, reading and writing.

The Asian, European and Pacific Language Program has, in varying degrees, either a direct or an indirect influence on the attainment of many of the Foundation Program Objectives which are translations of the educational purposes.

The actual program goals and program objectives for German culture and language are listed in the Foreign Language Program Guide published in October 1977. Those specific to German are found in this chapter.

The performance expectations found on pages 11 and 12 are more refined guidelines of the expected outcomes at the classroom level. The performance expectations are delineations of the program objectives.

The teacher must bear in mind, however, that the performance expectations are by no means exhaustive or inclusive. They serve only as guideposts from which teachers can identify instructional or teaching objectives.

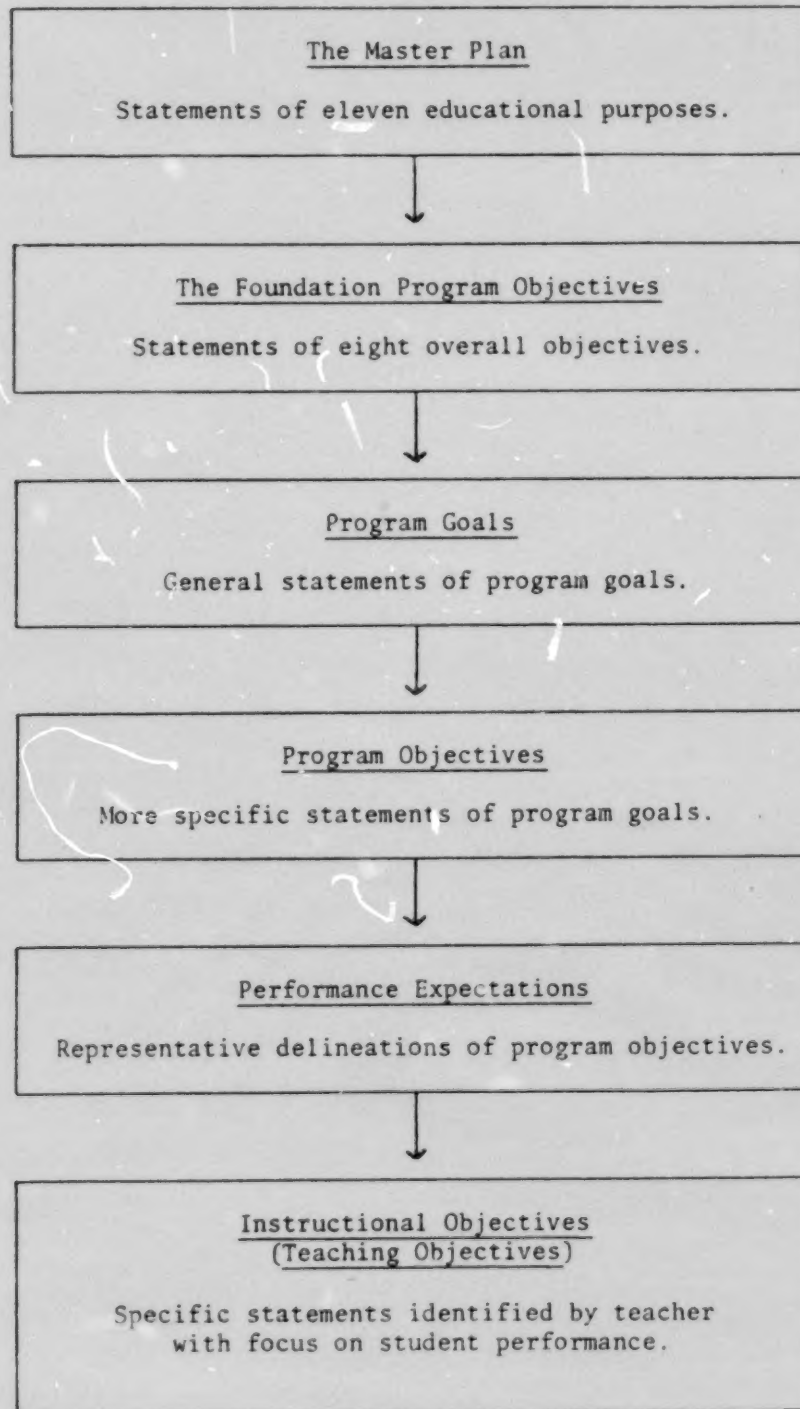
A graphic illustration of the hierarchy of relationships is found on the following page.



Die Wartehalle des Norddeutschen Lloyd, einer der wichtigsten Schifffahrtlinien, die Emigranten aus allen Teilen Europas nach Amerika brachte.

The waiting room of the Norddeutscher Lloyd, one of the most important shipping lines, transporting emigrants from all over Europe.

GRAPHIC ILLUSTRATION OF THE HIERARCHY OF GOALS, OBJECTIVES
AND PERFORMANCE EXPECTATIONS IN THE GERMAN PROGRAM



PERFORMANCE EXPECTATIONS FOR
ASIAN, EUROPEAN AND PACIFIC LANGUAGES

	First Year of the Language	Second Year of the Language	Third Year of the Language
11	• Discusses some ways in which cultural differences (e.g., proximity of speakers) play important roles in verbal communication. • Explains how knowledge of a new language enhances the potential for new experiences. • Explains how cultural value differences can be understood through the study of a new language. • Discusses the role a new language plays in meeting society's needs for communication among countries and cultures. • Participates in aesthetic expressions of the new culture, such as dancing, singing, and cooking. • Identifies selected art forms that are representative of the new culture. • Discusses some aesthetic contributions of the culture and the new language to American life. • Reads aloud written material in the new language to enjoy its rhythm, tone, and sound.	• Relates how similarities among cultures are partly caused by the increasing ease of communication and travel. • Explains how one's own perspective has been broadened through the study of a new language and the culture associated with it. • Compares the culture of the country(ies) where the new language is spoken with one's own. • Discusses ways in which types of art forms vary among cultures. • Explains the way in which the art forms of a culture reflect its values, customs, and environment. • Identifies selected art forms that are representative to the new culture. • Demonstrates an understanding that the art forms of a culture reflect its values, history, and environment. • Reads and comprehends cultural information written in the basic vocabulary of the new language.	• Demonstrates an awareness of notable events, conditions, and ideas which have influenced language and its culture. • Discusses some of the major personalities which have influenced the history of the country(ies) where the new language is spoken. • Recognizes how the values and traditions of a country are often reflected in its language. • Identifies, selects, and uses alternative solutions to interpersonal conflicts which might arise from cultural differences. • Demonstrates the understanding that the art forms of a culture reflect its values, history and environment. • Uses the aesthetic expressions of the new culture (such as music, art, performing arts literature, cooking, and architecture) for one's own enrichment. • Demonstrates an aesthetic aspect of the new culture through art, dance, dramas, etc. • Identifies some major writers and works in the new language and comments on their influence upon the language and the culture.

First Year of the Language	Second Year of the Language	Third Year of the Language
● Reads, with general comprehension, simple selections in the new language. ● Writes basic sentences in the new language. ● Exchanges amenities with a speaker of the new language. ● Demonstrates sensitivity to the needs of a speaker of the new language by responding to verbal and non-verbal cues. ● Communicates with a speaker of the new language using basic vocabulary including numbers and measurement.	● Reads, with general comprehension, literary selections in the new language. ● Reads aloud written material in the new language to enjoy its rhythm, tone, and sound. ● Creates an original paragraph in the new language. ● Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure. ● Corresponds with a speaker of the new language. ● Demonstrates sensitivity to the needs of a speaker of the new language by responding to verbal and non-verbal cues. ● Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money. ● Converses in the new language in a familiar situation. ● Identifies stories, poetry, and music of the new language and culture which evoke personal aesthetic pleasure.	● Reads aloud written material in the new language to enjoy its rhythm, tone, and sound. ● Reads, with general comprehension, simple literary selections in the new language. ● Reads simple stories and poetry in the new language which evoke personal aesthetic pleasure. ● Corresponds with a speaker of the new language. ● Creates an original composition in the new language. ● Communicates with a speaker of the new language using basic vocabulary including numbers, measurement, and money. ● Uses insights gained through the study of the new language to enhance interaction with people who speak the language. ● Converses in the new language in a familiar situation. ● Uses the new language for personal enjoyment. ● Listens to selected literary art forms in the new language.

RELATIONSHIP OF LEVELS OF OBJECTIVES

The following sequence is an example of the relationship of levels of objectives as applied to the German Language Program.

THE MASTER PLAN

RECOMMENDATION: THIS SCHOOL SYSTEM WILL PROVIDE THE PUPIL WITH EXPERIENCES IN WHICH OUR CULTURE IS STUDIED IN RELATION TO OTHER CULTURES OF THE WORLD.

The aim here is to reduce provincial biases by instilling a broad range of viewpoints from many cultures in order that the pupil may be prepared intelligently for the enormous responsibility of local, national and world citizenship. World peace will remain an item of high priority in the agenda of human affairs. Without doubt one of the major realities of the next quarter-century will be the intense desire of our people, and of the great majority of the peoples of the rest of the world, to live in peace. Advances in communication and transportation and world-wide economic interdependence will increasingly bring peoples of the world into more intimate contact. There is much chance for understanding to develop--just as there are increasing opportunities for misunderstanding. Choices that must be made frequently will cut across cultural ethnic and political lines; therefore the learner must be encouraged to recognize and respect differences among people and cultures. (Master Plan for Public Education in Hawaii, 1969, pg. 51.)

THE FOUNDATION PROGRAM OBJECTIVES

OBJECTIVE VII: DEVELOP A CONTINUALLY GROWING PHILOSOPHY SUCH THAT THE STUDENT IS RESPONSIBLE TO SELF AS WELL AS TO OTHERS.

- Compares and contrasts own behavior with that of others.

(Student Performance Expectations of the Foundation Program, Asian, European and Pacific Languages, 1978, pg. 41. R.S. 78-6054.)

GERMAN PROGRAM GOALS

TO CREATE AN AWARENESS AND AN APPRECIATION OF GERMANIC CULTURE AND ITS FAR REACHING EFFECTS THROUGHOUT OUR WORLD.

PROGRAM OBJECTIVES: LANGUAGE SKILLS

5. TO EMPLOY THE IDIOMATIC NUANCES AND GESTURAL LANGUAGE COMMON TO NATIVE SPEAKERS OF GERMAN.

PERFORMANCE EXPECTATIONS

DEMONSTRATES SENSITIVITY TOWARDS THE NEEDS OF A SPEAKER OF THE NEW LANGUAGE BY RESPONDING TO VERBAL AND NON-VERBAL CUES.

(Student Performance Expectations of the Foundation Program, Asian, European and Pacific Languages, 1978, pg. 63. R.S. 78-6054.)

INSTRUCTIONAL OBJECTIVES

(One example of myriads of possibilities)

STUDENTS WILL GREET EACH OTHER WITH A PROPER VERBAL SALUTATION (E.G., GUTEN TAG) APPROPRIATE TO THEIR AGE LEVEL, WHILE AT THE SAME TIME EXECUTING THE ASSOCIATED NON-VERBAL ACTS, SUCH AS SHAKING HANDS WITH EACH INDIVIDUAL IN THE GROUP, MAKING EYE CONTACT WITH EACH AND NODDING THE HEAD SLIGHTLY.

Der Naturforscher Alexander von Humboldt schlug schon 1804 bei seinem Besuch in Washington Präsident Jefferson den Bau des Panamakanals vor. Eröffnet wurde der Kanal erst gut hundert Jahre später, 1914.

Alexander von Humboldt suggested the building of the Panama Canal on a visit to President Jefferson in Washington in 1804.



CHAPTER 2

THE FOUR SKILLS

The section on the "Overall Goals of Foreign Language Study" in Hawaii as written in the Foreign Language Program Guide begins with the following:

1. To listen to and comprehend the foreign language when spoken at a normal speed on a subject within the range of the student's experience.
2. To speak well enough to communicate directly with a native speaker within the range of the student's experience.
3. To read material on a given level with direct understanding and without translation.
4. To write about a subject within the range of the student's experience using authentic patterns of the people whose language is being studied.

These are the primary skills which are to be developed through the study of German and are supportive of the skills in the Foundation Program Objective I.

Since language, be it German or English, is tantamount to listening, speaking, reading and writing, these essential components of communication are covered in detail in this second chapter.

He is Translation's thief that addeth more,
As much as he that taketh from the store
Of the first author.

Andrew Marvel, To Dr. Witty

The Listening Skill

Developing Listening Skill

Any prereading phase used at the teacher's option can inculcate in the student the need for developing the proper speaking and listening habits. Beginning students are unaccustomed to detecting the slight variations of sounds so important in signaling meaning in another language. They interpret sounds in terms of the familiar English phonemes. During a prereading phase they are given the opportunity to reactivate the dormant powers in their sense of hearing. Their ears are being reoriented.

In such prereading cases most students know, or are soon told, that they will not read or write the language until later in the course. Some do not believe it will be important to listen carefully during the prereading phase because they assume they will not be graded if they have not yet learned to read and write. They also assume they will see it later in print. The solution is one of motivation through understanding of the problem. These students need to realize that because they do not have a book upon which they can rely, they have to "keep their ears open" in class or they will not progress as they should, for they will be tested both during the prereading and later phases. Progress can be determined by judging reproduction of sounds and intonation and by daily classroom responses.

Various exercises can be used to help teach the student to discern sounds and intonation patterns, to associate sound with meaning, and to infer the meaning of the words from context. The teacher can identify the sounds that need to be drilled while the students are learning the basic sentences or dialog. If, after completion of the drills, a student is still unable to reproduce a given sound, the teacher can show how it should be produced, perhaps contrasting it with the English sound.

Pronunciation drills are commercially available or can be devised to help the student overcome the tendency to treat German phonemes as though they were those of English. It is often desirable to procure pronunciation drills that take the form of minimal contrasts (Bauch, Tauch!, Rauch) which can also be used as exercises to develop the ability to discern sounds. The teacher pronounces the words using key letters or numbers for each word: a. Bauch, b. Tauch!, c. Rauch. The teacher then repeats one of the words. The student ascertains which word was uttered and writes the correct letter (a, b, or c). Or the teacher may profitably use a same-different technique. This type of exercise would be especially valuable during the first few weeks of language instruction. It should take up only a few minutes of class time on the days it is used, perhaps a few times a week. (This also makes a good reading exercise when the time comes. The testing words can be written and the student circles the word that was pronounced. This also enables

the student to see the relationship between the writing system and the sound system.) Later the students can be asked to add the proper letter to complete the word they heard: bauch. In the following, they are asked to determine whether "s" and "z" or "v" and "f" are pronounced correctly.

seit Zeit

November Februar

The following exercise is aimed at developing awareness of the importance of intonation. The teacher reads a sentence that is obviously declarative, interrogative, interrogative with a yes or no answer, or exclamatory. (The student has, of course, been drilled in these sentences before and should have no difficulty repeating them.) The sentences would be of the type below:

Da sind zwei Mädchen.

Wie viele Mädchen sind da?

Sind zwei Mädchen da?

Da sind zwei Mädchen!

As the sentence is read by the teacher and then repeated by the student, the teacher points to the appropriate punctuation symbol written on the chalkboard or the number corresponding to the model sentence. He or she repeats the model sentences and elicits the responses. When the students seem to have mastered the concept, the utterances are changed to others with which the students are not familiar. They should not repeat them, but should demonstrate their recognition of the intonation pattern by writing the key number or by selecting the appropriate punctuation mark. This type of exercise to develop an "ear" for intonation need not take much time. One or two short lessons should be sufficient. The use of English comparables can facilitate the learning of German and increase English awareness, all of which are reasons for studying a second language. This concept is supported through Program Objective: Language Skills, number 6.

In teaching the dialog, the teacher has an excellent opportunity to develop the ability to distinguish between the various intonational patterns. A simple device is to start with a short segment and build gradually. The teacher asks questions, eliciting only the known and learned response. The following example demonstrates one procedure which can accomplish this instructional objective:

Teacher	Students
Das ist ein Hund.	Das ist ein Hund.
Was ist das?	Das ist ein Hund.
Ist das ein Hund?	Ja, das ist ein Hund.

Teacher	Students
Der Hund bellt.	Der Hund bellt.
Was bellt?	Der Hund bellt.
Was macht der Hund?	Der Hund bellt.
Bellt der Hund?	Ja, der Hund bellt.

The exercise can continue in like manner, expanding the sentence by adding adjectives and other modifying elements.

To practice the question pattern, model the same questions but use directed questions. Example:

Teacher	Students
Frage mich! Was ist das?	Was ist das?

Another useful device for indicating intonation when teaching dialog adaptation is the hand signal or chalked line indicating rising or falling intonation. A tonal instrument, such as melody bells, is also very effective.

The teacher must be constantly alert to correct and drill the student in order to reduce errors in pronunciation and intonation which would lead to misinterpretations. Subtlety in correction, such as using modeling and repetition, can avoid interruptions and embarrassment.



„My Fair Lady“, komponiert von dem in Wien geborenen Frederick Loewe, ist seit der Berliner Erstaufführung 1961 das beliebteste Musical in Deutschland.

“My Fair Lady”, with a score by Viennese-born Frederick Loewe, had its German premiere in Berlin in 1961 and is still the most popular musical among Germans.

The Speaking Skill

Use of Dialog, a Poem, or Basic Sentences

When a dialog, a poem, or a series of basic sentences serves as the basis of a learning unit, it is to be memorized so that the student may use the material learned in further drills and exercises. Then by means of pattern drills and adaptation of the dialog, the student gains control of the structures memorized and learns to adapt the memorized material to other situations.

Caution must be exercised to prevent the memorization of the dialog from becoming the most important goal for the students, or as soon as it is learned, they will no longer be motivated to further learning. They must understand that the dialog is a point of departure and that the elements of the dialog will serve as the basis for structure drills and pattern practice. It is the adaptation of the dialog situation which will enable them to manipulate language in realistic situations.

Varying Procedure:

Sometimes students seem to feel that there is no further value or interest in memorizing more material. This is a particular problem during any pre-reading phase when the inevitable reaction to any highly structured course sets in. But the concern need not be permanent and the cooperation of the students can be elicited by the sensitivity of the teacher to the situation. While the ultimate memorization of the dialog or basic sentences should not be sacrificed, the procedure in class may undergo some change. The students should be reminded of the purposes underlying the principle of the dialog so that they are always aware of the value of their efforts, but the material should be presented in a variety of ways. For example, teachers may use a narrative form here, developing the concepts and structures found in it and emerge at the end of the unit with a dialog format. Or they may present each segment of the dialog through drawings, illustrate them by hand puppet performances, or develop overlays for the overhead projector to conform to the cues in each segment. Rather than insist on complete memorization before development and adaptation, teachers could treat each line as a personal statement pertaining to the student's experiences. The statement "Ich gehe nach Hause, und hinterher zu einer Party" can yield a wide range and variety of questions, answers, and controlled comments. Through such questions and answers and immediate development and adaptation, the essential material to be covered in the dialog or basic sentences can well be mastered. Recordings of the students' voices can add a lot of life and laughs to lighten the process.

One must, of course, bear in mind that the structural content must not be changed or the drills dependent on it will have to be varied as well. Yet, it is equally important for the teacher to realize that the exact reproduction of the dialog is not the sole objective. If the student knows much of the work, and in speaking substitutes a meaningful phrase in the place of the one in the dialog, the teacher can feel a certain gratification in knowing the prime purpose has been served and real communication has been achieved.

Extent of Mastery:

The question often arises to what extent the dialog or the basic sentence structure must be mastered before the class proceeds to structure drills, dialog adaptation, or testing. Certainly the teacher dare not wait until even the slowest student has achieved 100 percent mastery without thoroughly boring the majority of the class.

The remaining mastery may well be attained through the processes attendant upon re-entry, recombination, question-and-answer, dialog adaptation, and even vocabulary drill.

Total mastery by every student can be a more idealistic goal than a practical one.

Aids to Mastery:

As the material is presented, teachers can make good use of commercial or homemade posters or cards which illustrate the dialog situations. These and other visual stimuli make rapid learning more possible since students will tend to associate a phrase or structure with a gesture or other visual cue. The students may be assigned disks or tapes and be expected to practice the dialog at home. (If disk recordings accompany the text being used, every effort should be made to make them available to the student. Some schools purchase them; other schools make the purchase of the recordings by the student obligatory. A group of three or four students might share a set of recordings.) Students who do not learn as quickly as the rest of the class might be encouraged to attend extra language laboratory sessions rather than having them hold up the progress of the class.

Time Allotment:

The presentation, repetition, and memorization of a dialog should not occupy a disproportionate amount of class time. Teacher's manuals give suggested time allotments for a class period. It is suggested that the teacher using the materials for the first time follow the teacher's manual closely. A total of 15 minutes is appropriate for the new dialog, usually divided into sections of 10 minutes for presentation during the first part of the class period and 5 minutes

for review of the new dialog toward the end of the period. Once it has been overlearned, the current dialog should be recited only once or twice a day. As a general rule, it is suggested that something new (preferably not dialog material) be introduced frequently but that no more than 10-15 minutes in a period be allotted to this. The bulk of class time should be for re-entry and drill of previously learned materials. As stated above, re-entry of learned dialog need not be limited to pure recitation. The same benefits are derived by presenting them (1) through question and answer during the warmup portion of the period, (2) as homework in recombination forms, and (3) as related to students' own experiences.

Each dialog the students have learned should be recited at least once a week thereafter. The teacher may choose two or three different dialogs for each day. These recitations can be used to provide a respite from pattern practice and serve as review of learned structures and vocabulary. New material, too, should always be related to previous dialog situations.

Progressing from Memorization to Speaking

Dialog memorization and pattern drills demonstrate authentic language to the students and allow them to practice uttering what someone else has decided that they should say. Before they can reach the goal set for them--to speak the language in a noncontrolled situation--they also need to practice selecting the patterns and vocabulary needed by them to say whatever they themselves want to say. With such practice, these selections will gradually be made more and more spontaneously. The speakers' thoughts can then be on the message to be communicated rather than on the structures and vocabulary they're using to express the message.

This practice can begin through the adaptation of the dialog or phrase structures to different contexts and situations.

Adaptation of the Dialog:

Some adaptation of the dialog is usually possible before pattern practice begins. At this point, however, variations from the structures presented in the dialog should be severely limited to functional items of high frequency such as *du* and *Sie* forms.

Adaptations can be presented as simple question-answer drills. They should be related directly to a basic dialog and the other patterns using slightly different elements which can encourage the student to use previously learned vocabulary in the context of the new dialog and to adapt the new dialog to new situations.

Textbooks and manuals frequently give questions and answers for use at this stage. These are suggestions for adaptation only, and are not to be memorized by the students. They have already memorized enough material in the dialog or basic sentences.

The questions and answers should encourage the students to feel that they have communicated their own ideas or information. Through the technique of reversed role, they can ask questions as well as respond to the teacher, so that it is imperative that the students be well versed in the role of questioner.

As the skill of the students increases and the students are able to go beyond the bounds of rigidly controlled structures, a few students may be assigned to improvise a conversational recombination based on previously mastered elements. Near the end of the first year, capable individuals should be encouraged to prepare short oral descriptions of friends, situations, and personal experiences. The oral reports should be based, as always, on previously learned vocabulary and structures. Others in class can be stimulated to ask simple questions based on these short presentations, thus checking group comprehension and exercising question-making skills.

Control of Directed Dialog:

The directed dialog (oral) is a very important evaluation technique since it affords an insight into the students' ability to comprehend and manipulate structural changes. However, its premature or incorrect use can result in chaos and confusion and a lessening of the students' confidence in their own ability to learn and progress. Before this technique is used the teacher must be certain that the class has achieved control of the structures involved and that it understands the method of handling the drill.

Since the class spends a great deal of time in activity involving repetition, some students may tend simply to repeat the instruction of the teacher during directed dialog practice. The students must be made to understand that this procedure is not always correct, that they must listen to verb endings indicating a change of person or to pronouns indicating a change of object. A good practice is to select the best students in the class for the performance of any new directed dialog involving structural change of any type. If the item defies even these students, the teacher will do well to demonstrate it, taking both parts and pointing out the required changes of structure. Choral responses need caution because there is the possibility that some students will not utter the correct response.

The first few presentations of the directed dialog technique might effectively be done in English with the teacher taking both parts. Example:

Teacher. John, ask me how I am.

Teacher (taking John's role). Sir, how are you?

Teacher. Fine, thank you.

The teacher repeats the demonstration in English, then repeats the direction and answers in German. Once the procedure is firmly grasped by the students, the teacher develops it further by gradually adding expressions, such as ask me, tell me, order me, ask him, ask her, ask them, ask us. This exercise takes a great deal of patient practice but the results are well worth the effort.

Securing Independent Responses:

Teachers should avoid frequent repetition with the class in choral repetition or response situations since individuals may tend to use this as a crutch. In such situations, the teacher may experience great difficulty when trying to elicit independent oral responses. After the initial introduction of the new material, accompanied by numerous solo repetitions by the teacher, the teacher may, when directing the first choral repetitions of this material, find it helpful to mouth the words and phrases without giving voice to them.

If a student seems especially hesitant or at a loss, teachers may help maintain fluency by supplying the word, the phrase, or simply the rhythmic pattern. If necessary they may ask a question or provide a visual cue which will elicit the desired response.

Variety in Response Groups:

When introducing new dialog or drilling previously learned dialog, only a limited portion of the time allotment for this activity should be spent on full choral class response or repetition. Variation of this practice to include semichoral response, response by rows, response by boys only, by girls only, by individuals, and so forth, will help to keep the class alert and to pinpoint individual difficulties.

Additional variation in the presentation and response can be elicited by instructing the students to go faster then slower, by assigning different parts to separate rows, by alternating between the teacher and a student, one student and another, the teacher and the class, or a student and the class, then reversing the roles completely.

No matter which techniques are employed, the drill session should terminate with individual rather than group responses. Teachers must know when to stop (before boredom sets in). A change of pace and activity--even if things are going well--is the key to a "fast" moving class.

The Reading Skill

Students whose initial contact and experience with the foreign language has been exclusively audio-lingual can be systematically guided by a knowledgeable teacher to the point where they can read with a maximum of direct symbol-referent association and a minimum of decoding and translation. Techniques which initiate reading and aural-lingual work simultaneously take special care and caution that not too much is presented initially. This prevents overwhelming the students.

Phases in the Procedure

In order to arrive at the desired goals, the students are guided through several phases of reading. During the first phase, the students learn to associate sound with written symbol. They read material that is exactly the same as that which they have memorized and mastered orally. There is no problem with comprehension, because the students have learned the meaning of what they are reading during the audio-lingual phase or other preparation.

Introducing Reading:

The first dialog or set of basic sentences is introduced for reading in accordance with the procedure outlined in the teacher's edition. After sufficient choral reading of the basic material has been accomplished, both by line and by groups of lines, the teacher has groups, then individuals, read a sentence or a section of the material. He or she draws attention to the symbol representation of similar sound groups without dwelling on this aspect. On the following days the teacher might put isolated sentences on the board and have students read them chorally and individually. He or she might then have the students read them in reverse, isolating each word or phrase in order, thus forcing concentration on the individual items and preventing memory from being brought into play. The teacher may use flash cards to drill isolated words or phrases, varying the order in which these appear. He or she goes through 10 to 15 words at a time, calling for individual reading. Flash cards frequently prove advantageous because they require instantaneous recognition and response on the part of the student. The teacher may choose to write on the board 10 to 15 unconnected words in no special order for choral and individual reading. To reinforce comprehension he or she may create partial sentences, requiring the students to complete them with a word or phrase from the list on the board. The teacher may check further by asking the class to point out the sentence, word, or phrase which describes a particular action, fact, or object or the teacher may ask questions about a sentence to elicit specific words found in the sentence.

Reading Adaptations and Drills:

When the students are able to read the basic material well, they may also read dialog adaptations and pattern drills. This total procedure helps the class make the transition to the next reading phase. The students should not encounter many difficulties in reading this material if it has been reintroduced frequently as oral practice. The students are also cautioned that their ears are more reliable than their eyes at this point.

Teachers may initiate the presentation of the basic dialog or basic sentences of the new material while the class is still in the reading phase of the preceding unit. Or they may decide on a concurrent audio-lingual and visual presentation of new material. They may wish to introduce the initial elements of the new unit audio-lingually and then follow this the next day with reading drill and writing practice based on these elements. Memorization takes place with the aid of the printed word at the same time the class receives further training in sound-symbol association. Each segment of the basic material is presented and drilled in this way until all of it has been mastered. It is well to remember that overlearning is still important at this stage. Sound-symbol interference from English has not yet been fully overcome.

After the students have been permitted free use of reading in the review and practice of adapted materials, the occasional error in pronunciation can frequently be corrected by direct recourse to the dialog line where it originated. For example, the student reads: Ich gehe nach Hause, um meine Bücher zu lesen, pronouncing the final word as fe-gen or he-ben. The teacher can direct him or her to close his or her book and answer the question: Warum gehst du nach Hause? The student's response will generally elicit the correct pronunciation which can now be transferred to the misread line.

Sound-Symbol Reinforcement:

In order to reinforce correct sound-symbol association, reading drills are practiced in class. Particular stress should be placed on symbols which represent different sounds in German and in English, e.g., vowels e, a, and consonants, j, ch, or symbols which do not exist in English, e.g., ü. Where one sound is represented by more than one symbol, e.g., v, and f, difficulties may arise both in spelling and reading.

Cognates, such as Auto, Kontrast, and Mutter, can create a number of problems and thus require extensive drilling.

Looking up every word can become counterproductive. Students should strive for general comprehension whenever possible.

All of the above problems may be lessened in degree or eliminated through use of the drills described below.

The German sounds are frequently different from our English sounds:

Teachers can write on the board a list of words already mastered orally and, following the teacher's lead, students pronounce them several times chorally, then individually. On the following day they see some of the same words in slightly longer contexts and are called on chorally and individually to read the phrases.

After completing this activity the teacher may write on the board several additional words previously encountered containing the key symbol, leading the class in choral and individual repetition. These words or expressions should contain no or few additional problem points.

On the third day the class sees the words in short utterances and those of the previous list in longer utterances and proceeds to read, chorally and individually, without a teacher model. Of course, as in any drill procedure, immediate correction of errors, followed by repetitions of the corrected item, will follow. Corrections can be made subtly without interrupting the pace or embarrassing the student. Repeating the word correctly, having another student say it correctly or coming back after another example are just a few ways of making corrections smoothly.

For example, after the sound of j has been thoroughly drilled, the teacher can introduce English symbols which may cause an interference with the proper sound production. The English j may be contrasted with German j to make certain that there is not carry-over from language to language. The teacher places on the chalkboard and reads aloud a sentence like the following:

Die Jungen gehen jeden Januar nach Jena.

Combinations are a valuable tool and can be introduced in a similar manner. When the class has demonstrated its ability to read correctly items containing a particular letter in combination with any vowel, the teacher should present for oral reading longer utterances which include several of these combinations.

The same drill can be extended to cover the contrastive combinations.

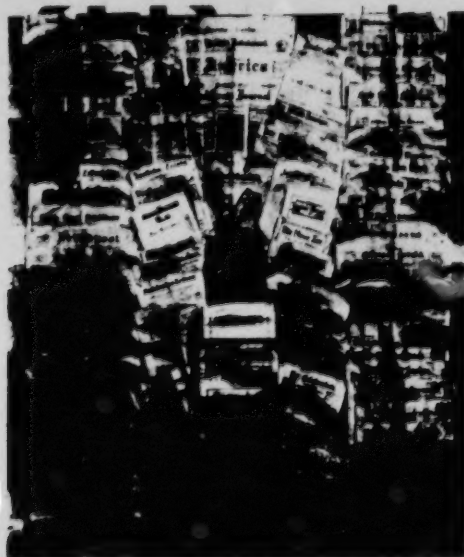
The teacher reads from the board a list of minimal pairs pointing out the sound differences represented by, for example, u and ü. As a follow-up, after sufficient drill practice, a series of sentences is presented and groups and/or individuals are called to read them.

The initial reading phase continues through the first semester of Level I and overlaps the second phase. It may be continued through the entire year if the teacher considers the practice employed to be efficacious and valuable.

Using Recombination Narratives:

In phase two, which may begin shortly after the introduction of reading, the teacher may present to the class simple variations of the basic material in narrative form. These narratives are especially prepared for reading practice. They are not to be memorized. Known structures and lexical items are recombined into single sentences and/or short paragraphs for presentation in class. These recombinations should not include any new structures. New lexical items should be severely limited and their meanings explained to the class beforehand, preferably in German or by dramatization or picture. In addition, a few simple questions may be designed in order to assure the teacher that there is full comprehension and that the pupil can make the necessary changes in verb forms, or other changes as required in question-answer practice. By the end of Level I all the lexical items and structures will have been recombined for use within many contexts.

Recombination narratives may seem rather difficult for some pupils. Pattern practice drills, when read aloud, sometimes help eliminate problems. Drills which help students to manipulate structures will also help them with the comprehension of recombined material. These might include expansion or contraction drills, completion drills, and translation or variation drills.



Ein amerikanischer Zeitungsstand im Jahr 1922 mit ausschließlich deutschsprachigen Zeitungen.

A newsstand in a German neighborhood in the United States in 1922.

The Writing Skill

The goal is deliberately limited in scope in order to concentrate on the mastery of the relation of the sound to the visual symbol without recourse to the intermediary of English.

The objectives of writing in Level I, therefore, are mainly limited to the transcription of what the students can say and read. About 15 percent of the time allotted to this level is used to develop the writing skill.

Perhaps the most common practice employed by the teacher of Level I whose classes have already begun reading has been to assign the simple copying of the dialogs, sentences, or conversations already mastered aurally. The pupils say them, manipulate and adapt them, read them, and finally attempt to copy them. Although this may seem overly simple to the teacher and some students, it is a good basic tool (if not overdone) and is something that even slow learners can benefit from.

Using Pattern Drills:

While the copying of dialog lines or basic sentences is a valuable introduction to the writing skill, so is the copying and the written manipulation of previously learned pattern drills. Students should be able to demonstrate their ability to manipulate in writing most, if not all, of the patterns previously learned audio-lingually.

Later drills may include the changes from declarative to interrogative, affirmative to negative, and others.

During the latter part of Level I, the teacher may wish to expand the writing program to include responses to questions which have been patterned on materials already mastered orally.

If homework is being written on the board prior to its examination and correction by the class, the teacher may well be utilizing the time reviewing old drills and learned dialogs and practicing pronunciation. The teacher should not attempt to introduce new material unless all the students present are at their seats.

Providing Time for Follow-up:

When scheduling dictation or other types of writing practice, teachers should allot sufficient time for correction of the exercise and explanation of general concepts illustrated by the written items. Although the writing exercise is done at the end of the class period, adequate time needs to be provided for this in the teacher's daily class plan so that these activities are not simply tacked on to the tail end of the class period.

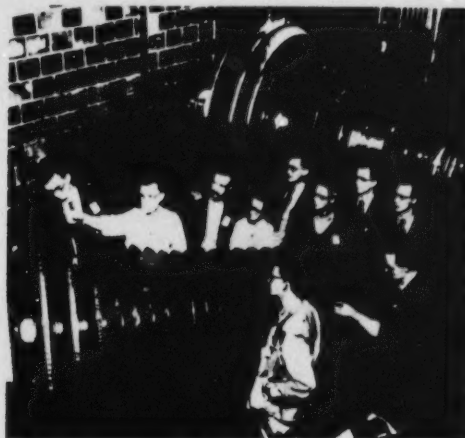
CHAPTER 3

This is a Curriculum Outline for German Levels I, II, III and IV. It covers, vertically, the four essential skills; namely, listening, speaking, reading, and writing, followed by overall concepts.

Horizontally, the five elements of instruction are covered. They are phonology, morphology, syntax, vocabulary and culture.

This Curriculum Outline, while acknowledging individual text and teaching variation, offers a concise overall view of the program so that it is easier to relate, conceptually, to the Foundation Program Objectives, the German Language Program Objectives and the Performance Expectations.

The subsequent chapters expand upon the outline.



Studienaustausch schon kurz nach dem Ende des 2. Weltkriegs: Deutsche, englische und französische Studenten 1949 bei der „General Electric Company“ in Schenectady, New York.

German, French and British students listen to a lecture on the function of a turbine at the General Electric plant in Schenectady, New York.

CURRICULUM OUTLINE

GERMAN

LEVELS I, II, III & IV

CURRICULUM OUTLINE FOR GERMAN
Four-Year Sequence, Level I

Phonology	Morphology	Syntax
LISTENING: Lax and tense vowels Pure and umlauted vowels Difference between certain consonants in German and English, esp. l, r, ch (ich - ach sounds) Word stress Intonation and rhythm in statements, questions, commands.	Agreement of subject and verb Def. & indef. art. in nom., acc., dat. Pers. pronouns in nom. & acc. Predic. adjectives Poss. adj. in nom., acc., dat. Interrog. & reflex. pronouns Present tense of reg. & irreg. Verbs and haben, sein werden and wollen, müssen, können Imperative of reg. verbs	Normal* word order and inverted word order after "dann," "hier," etc. Word order in questions and commands and statements Word order with modals and in future (werden) Position of reflex. Pronouns Position of "nicht"
SPEAKING: Lax and tense vowels Pure and umlauted vowels Consonants l, r, ch (ich - ach sounds), initial z Word stress Intonation and rhythm in statements, questions, commands		*Normal refers to English word order
READING: Lax and tense vowels Pure and umlauted vowels Diphthongs au, ai, ei, äu, eu Consonants ch-chs, ck, dt, j, l, r, s, sch, st, sp, B, th, v, w, z, silent h; final b, d, g; off-glide - er; final e Word accent Intonation of sentences	Nouns with def. & indef. art. in nom., acc., dat. Pers. pronouns in nom. & acc. Predic. adjectives Poss. adj. in nom., acc., dat. Interrog. & reflex. pronouns Present tense of reg. & irreg. verbs & haben, sein, werden & wollen, müssen, können Imperative of reg. verbs	Word order in Questions and commands Word order with modals and with future (werden)
WRITING: Pure and umlauted vowels Diphthongs au, ai, ei, äu, eu Consonants ch, -chs, ck, dt, j, s, sch, st, sp, B, th, v, w, z; silent h Final b, d, g, e, off-glide -er Capitalization of nouns "ich" is not capitalized	Nouns with def. & indef. art. in nom. and acc. Pers. pronouns in nom. & acc. Nouns & pronouns in agreement with present tense of reg. & irreg. verbs & haben, sein, werden & wollen, müssen, können Predic. adjectives Possessive adj. in nom. dat. & acc. Interrog. & reflex. pronouns	Normal word order and inverted word order after "dann," "hier" etc. Word order in questions and commands Word order with modals Position of reflex. Pronouns Position of "nicht"
CONCEPTS: German and English differ in the graphic symbols for some vowels and consonants; both have like symbols for many sounds; German has some sounds and some graphic symbols completely foreign to English.	Nouns with def. or indef. art. or poss. adj. agree with verb forms (present tense). Pronouns agree with verb forms. Nouns and pronouns in nom., acc., dat. have specific forms and functions. Pronouns represent nouns (animate or inanimate.)	Normal and inverted word order express the same content but may shift emphasis. Word order in questions without interrog. Pronouns and in sentences with modals differs from English.

Vocabulary		Culture
<u>LISTENING:</u> 1,000-1,500 words and expressions	In the context of the topics or units: greetings leave taking classroom incl. conversational terms numbers colors clothing clock time calendar time school building house members of family parts of body common foods weather Christmas Common activities dancing, swimming, etc.	Introduction to German culture should be an integral and natural part of teaching German but should not take the place of teaching the language. The environment of the classroom, German books, magazines, tapes, films, records, pictures should stimulate the student's interest in learning about the following cultural items: German names forms of address courtesy patterns German school day and school year regional costumes 24 hour clock German houses some typical foods German holidays especially Christmas Advent rhymes songs and music
<u>SPEAKING:</u> 800 words and expressions	Nouns, verbs, adjectives pertaining to these topics as well as: def. & indef. art. in nom., acc., dat. pers. pron. in n. dative & a possess. adj. interrog. & reflex. pron. haben, sein, werden, wollen, müssen, können function words like und, oder, aber, hier	The units of vocabulary are obviously linked closely to the study of culture. As much of this as possible is done in German.
<u>READING:</u> 1,500-2,000 words and expressions		
<u>WRITING:</u> 800 words and expressions		
<u>CONCEPTS:</u> In spoken and written form, words make up a language. To communicate in that language, one must grasp their meaning, isolated or in context, without conscious reference to English.		Cultural items are an integral part of a language. In listening to or reading the language, one must be aware of the nuances of cultural forms. To speak or write the language correctly also means to use culturally acceptable forms.

CURRICULUM OUTLINE FOR GERMAN
Four-Year Sequence, Level II

Phonology	Morphology	Syntax
LISTENING: Combination of sounds pf, qu, zw Glottal stop Foreign words with ch, -tion, initial c, initial ps Rhythm & melody of sentences	Demonstr. adject in nom., acc., dat. Adjective and adverb Prepositions with acc., dat., dat.-acc. Verbs in past, pres. perf. & future tense; incl. all modals Separ. & inseparable verbs Imperative of irreg. verbs	Position of direct & indirect objects (nouns & pronouns) Inverted word order after adverbial & prepos. phrases Word order in pres. perf. tense Word order with separ. verbs
SPEAKING: Production of all sounds in German words and in words adopted into German rhythm and melody of sentences Accent in all types of words		
READING: Association of all German sounds with the right graphic symbols Cognates ("real" and deceptive) Foreign words Developing a pronunciation technique in word attack Accent and syllabication rhythm & melody of sentences	Pers. pronouns in nom., acc., dat. Demonstr. adject. in nom., acc., dat. Prepositions with acc., dat., dat.-acc. Verbs in past, pres. perf. & future tense; incl. all modals Separable verbs Imperative of irreg. verbs	Position of direct and indirect objects (nouns and pronouns) Word order in pres. perf. Word order with separ. verbs
WRITING: Association of all German graphic symbols with sounds Developing a spelling technique Capitalization of polite "you" in all forms except "forms of address" Adjectives denoting nationality are not capitalized	Pers. pronouns in nom., acc., dat. Demonstr. adject. in nom., acc., dat. Prepositions with acc., dat., dat.-acc. Verbs in past, pres. perf. & future tense; incl. all modals Separable verbs	Position of direct & indirect objects (nouns & pronouns) Inverted word order after adverbial & prepos. phrases Word order in pres. perf. Word order with separ. verbs
CONCEPTS: German spelling is relatively more phonetic than English. German assimilates words from other languages and also uses foreign words in their native pronunciation.	Nouns & pronouns agree w/verbs in past, pres. perf. and future tenses. Tense functions often differ in Ger. and Eng. Verbs follow 2 main patterns (strong & weak) with some exceptions. Prepositions require different cases. Nouns & pronouns in different cases have different uses in a sentence. 33	Direct & indirect objects have other positions as nouns than as pronouns. Adverbial and prepositional phrases in initial position affect word order. Word order differs in the different tenses. The position of separable prefixes of verbs needs special attention.

	Vocabulary	Culture
<u>LISTENING:</u> 1,500-2,000 words and expressions above Level I	In the context of the topics or units: daily routine telephoning shopping letters post office restaurant community transportation city (German-American) landscape travel animals holidays legends Vocabulary should include: pers. pron. in dat. demonstr. adj. prepositions with dat., acc., dat.-acc., gen. dürfen, mögen, sollen separ. verbs some foreign words	Visual and audio stimuli as well as the topics of vocabulary study should suggest the following cultural items for study at the second level: forms of letters German restaurants places in a German city Germany: landscape in regions 4-5 rivers 10-12 cities highlights of economy, industry, and present political situation holidays, festivals, fairs fairy tales legends folklore proverbs music - popular and classical current events monetary system
<u>SPEAKING:</u> 1,000 words and expressions above Level I		
<u>READING:</u> 1,500-2,000 words and expressions above Level I		
<u>WRITING:</u> 1,000 words and expressions above Level I		
<u>CONCEPTS:</u> Words and expressions in German are sometimes closely related to English but more often differ in range of meaning. Vocabulary is influenced by historical background, social customs, and other factors.		In listening, speaking, reading, and writing, cultural patterns are obvious and must be observed by a native or non-native speaker of the language.

Four-Year Sequence, Level III

Phonology	Morphology	Syntax
LISTENING: Introduction to difference between standard German and dialects Increased length and speed of utterances	Nouns with art. in all cases Relative pronouns in nom. All types of adject. in all cases Prepositions with genitive Comparative and superlative Special nouns like "Herr" Adject. and verbs as nouns "Es" as subject Use of present and past partic. Adjectives from city names All tenses of verbs in indicative Use of "helfen," "lassen," etc. with verbs	Position of verbs in all tenses (incl. modals and double infinitives) Word order in clauses with coordinating and subordinating conjunctions and relative pronouns Position of genitive before and after noun Position of adverbial expressions of time, manner and place Participial constructions (in listening only)
SPEAKING: Improving pronunciation with increase in speed of utterance Greater awareness of minute pronunciation differences		
READING: Improving reading skill with increase in fluency and expression Introduction to <u>Fraktur</u>	Nouns with art. in all cases. Pers. pronouns in all cases. All types of adject. in all cases--prep.w/all cases comparative & superlative Special nouns like "Herr" Adjectives and verbs as nouns "es" as subject; relative pron. in nom. Present and past participles All tenses of verbs in indicative "helfen," "lassen," with verbs	Position of verbs in all tenses (incl. double infinitives and modals) Word order in clauses with subordinating conjunctions and relative pronouns Participial and extended adjective constructions
WRITING: Improving writing skill with attention to individual needs Adjectives made from city names are capitalized	Nouns with art. in all cases pers. pronouns in all cases all types of adject. in all cases prepositions with all cases comparative and superlative special nouns like "Herr" adject. and verbs as nouns "es" as subject relative pronouns in nom. use of present & past participles adjectives from city names all tenses of verbs in indicative "helfen," "lassen," with verbs	Position of verbs in all tenses (incl. double infinitives and modals) Word order in clauses with coordinating & subordinating conjunctions and relative pronouns Position of genitive before and after noun position of adverbial expressions of time, manner, and place
CONCEPTS: Not all German-speaking people pronounce sounds alike. High German is understood by all German-speaking people. Most modern German Books are printed in antiqua; old books were printed in <u>Fraktur</u>.	German has 4 cases; each has a special form and function. Prepositions require specific cases. Nouns and adjectives may be derived from other words. Verbs in the indicative have specific forms in the 6 tenses. The use of the tenses does not always correspond to English.	Verbs have special positions in main & subordinate clauses in all tenses. The genitive may stand before or after the noun. Several adverbial expressions in a sentence stand in the order of: time-manner-place.

LISTENING

SPEAKING

READING

WRITING

Vocabulary

Increase in vocabulary cannot be stated in figures.

Passive vocabulary will of course be larger than active, but extent of both will depend on student's ability and willingness to speak and read German.

"Basic (Spoken) German Word List"
by J. Alan Pfeffer is suggested as guide for active vocabulary.

A variety of graded readers may be used at this level. Much of the passive vocabulary will depend upon the selection of reading materials and textbooks.

A vocabulary suitable for writing letters, outlines, reports, compositions should be developed.

Topical vocabulary should include:

current events
sickness and doctor
education
government
history
biography

Culture

Cultural items studied at the third level should include:

Germany:
government
educational system
recreation
highlights of history

Other German speaking countries:
Austria
Switzerland

German influence in America:
famous German immigrants
Americans of German descent
German settlements
Science

The cultural study is done mainly in German, with some supplementary reading in English. It takes in:

The listening to recordings and viewing of films, filmstrips, and slides;
The discussion of what has been heard or read;
The reading of graded readers, periodicals, poetry, and literary prose;
The writing of letters, reports, compositions

revealing an understanding of the German culture

CONCEPTS:

Spoken and written vocabulary differ in volume and kind. The command of a large vocabulary can be achieved only through constant listening, speaking, reading and writing practice.

The German culture must be evaluated objectively and on its own merits. Germans have made many contributions to American culture.

CURRICULUM OUTLINE FOR GERMAN
Four-Year Sequence, Level IV

Phonology	Morphology	Syntax
LISTENING: Poetic variations in the language in phrasing, rhythm, intonation, and in word forms (i.e. contractions and the dropping & adding of syllables)	Passive voice Substitutes for passive Subjunctives I & II Conditionals Infinitive with or without "zu" Relative pronouns in all cases All forms of negation All ways of forming noun plurals Indirect discourse (in listening)	"wenn" clauses with subjunct. and omission of "wenn" in such clauses Word order after all relative pronouns
SPEAKING: Improving pronunciation with attention to individual problems		"wenn" clauses with subjunct. and omission of "wenn" in such clauses Word order after all relative pronouns All infinitive constructions
READING: Improving reading skill with increase in speed	Passive voice Substitutes for passive Subjunctive in all uses Conditionals Indirect discourse Infinitive with or without "zu" Relative pronouns All forms of negation All ways of forming noun plurals	Word order in indirect questions and quotations Omission of "wenn" in conditional clauses Word order after all relative pronouns
WRITING: Continued improvement in writing skills	Passive voice Substitutes for passive Subjunctives (I & II) Conditionals Indirect questions and quotations Infinitive with or without "zu" Relative pronouns All forms of negation All ways of forming noun plurals	Word order in indirect questions and quotations "wenn" clauses with subjunct. and omission of "wenn" in clauses Word order after all relative pronouns All infinitive constructions
CONCEPTS: Poetic forms of the language may differ from everyday spoken and written German. German has a highly consistent punctuation.	The same fact may be expressed from two viewpoints thru active & pass. voice. The subjunctive expresses something which is contrary-to-fact, possible, doubtful, desirable. Pronouns may relate clauses to each other. German employs a variety of forms of negation & of plural endings. Discourse may be direct or indirect.	Word order in indirect discourse and conditional clauses follows various patterns. The infinitive has a specific position in various constructions.

Vocabulary

Amount of active and passive vocabulary is a matter of student's individual progress. A high rate of active vocabulary should be aimed for through a wide range of conversational topics, giving the student the ability to communicate in the modern world.

Choice of literary works is up to the teacher but should be based on the ability, interest, and maturity of the students, developing in them a sensitivity to the differences between spoken and written vocabulary and between contemporary and older literary forms, words, and expressions. Consideration may also be given to the grouping of college-bound and terminal students for selective reading.

A writing vocabulary appropriate to the occasion should be mastered.

Culture

The increased ability of the students to communicate in German, to read everything from newspapers to works of literature makes it possible to let them gain an appreciation and understanding of

German contributions to:

literature
painting
sculpture
architecture
dramatic arts
music
sciences

Current events are listened to, viewed, discussed, read and written about. Books, periodicals, tapes, films, slides, records, pictures are resource materials directly used by the student. The choice of these materials is up to the teacher who should take into consideration the age, maturity, ability, and interest of the student.

CONCEPTS:

Spoken and written communication employs a large volume and variety of words and expressions.

A knowledge of culturally acceptable forms and of the German heritage is a part of learning the German language. Works of literature can be appreciated best in the language in which they were written.

CHAPTER 4

SCOPE AND SEQUENCE OF THE SECONDARY GERMAN LANGUAGE PROGRAM

The secondary school German Language Program is usually a three- or four-year program, but six years are offered with the first level beginning in the intermediate schools. The Scope and Sequence Charts attempt to describe the development of the four basic skills (listening, speaking, reading, writing) in a sequential order from simple to complex. For greater clarification, skills are listed in their sequence of development and the items under each skill are listed in their sequence of study.

Flexibility is necessary in categorizing the steps of development into levels of study. One reason is that the individual steps may very often overlap. For example, Step 7 of Listening Skills Development, Level I, could possibly be included in Level II as well. That is to say, the inclusion of a particular step in one level does not necessarily imply that it cannot be included in the following level. Similarly, the basic skills themselves may overlap. Speaking does not develop only after listening is completed. They are developed simultaneously.

Another reason for adaptability in categorizing the steps is that, in some instances, individual steps may be interchanged. Step 12 in Speaking Skills Development, for example, may be reversed with Step 11 without much difficulty. Whatever the case may be, one can correctly assume that getting from Step 1 to Step 23 of Speaking Skills Development does, indeed, necessitate the accomplishment of all or most of the intermediate steps (Steps 2-22) at one time or another.

Pervading the development of each and all skills is the development and expansion of an active as well as passive vocabulary without which a student would be left with only patterns, tenses, or modes which are very limited resources and inadequate for the real use of the language.

These basic categories are mostly related to the second German Language Program Goal and the Program Objectives related to language skills. These in turn are supportive of the Foundation Program Objective 1. The Performance Expectations are examples of further breakdowns of the Program Objectives. The teacher can develop Instructional Objectives from the sample Performance Expectations. Page 10 of this Guide shows these relationships graphically.

The following charts should help the teacher in developing Instructional Objectives best fitted to his or her own program.

SCOPE AND SEQUENCE CHARTS

LISTENING SKILLS DEVELOPMENT

Step 1. Discrimination of simple vowels/consonants

2. Comprehension of simple meaningful utterances

L 3. Recognition and comprehension of simple patterns

E

V 4. Recognition and comprehension of present tense

E

L 5. Recognition and comprehension of statements and interrogatives

I 6. Comprehension of simple dialogues

7. Comprehension of simple passages

— 8. Comprehension of simple songs, poems

9. Discrimination of vowel clusters and linkage

L 10. Recognition and comprehension of past and present tense, progressives,
E perfects

V

E 11. Recognition and comprehension of imperatives

L

12. Recognition and comprehension of subjunctive

II

13. Recognition and comprehension of word patterns

14. Comprehension of more difficult dialogues, narratives,
— songs, poems, commercials

15. Reinforcement of vowel clusters/linkage discrimination

L

E 16. Reinforcement of intonation patterns

V

E 17. Reinforcement of verb tense discrimination
L

III 18. Reinforcement of verb mode discrimination

19. Recognition, comprehension and discrimination of active and passive voice

20. Reinforcement of discrimination of word order patterns

— 21. Recognition of variations in speech patterns

L 22. Recognition, comprehension and reinforcement of all the above

E

V 23. Comprehension of standard German spoken at normal speed

E

L

IV

41



Charleston, das Tanzfieber aus South Carolina, eroberte auch die deutschen Tanzböden.

South Carolina's dance craze the Charleston swept German dance floors as well.

SPEAKING SKILLS DEVELOPMENT

Step 1. Production of simple vowels, consonants

2. Repetition and usage of simple meaningful utterances

L 3. Repetition and usage of simple patterns

E

V 4. Repetition and usage of present tense

E

L 5. Repetition and usage of statements and interrogatives

I 6. Production of affirmative and negative statements

7. Repetition of simple dialogues

____ 8. Singing/recitation of simple songs/poems

9. Production of vowel clusters, linkage

L 10. Repetition and usage of past and present tense, progressives, perfects

E

V 11. Repetition and usage of imperatives

E

L 12. Repetition and usage of subjunctive

II 13. Repetition and usage of word patterns

____ 14. Recitation/singing of more difficult dialogues, narratives, poems/songs

15. Proper pronunciation of vowel clusters, linkage

L 16. Usage of proper intonation patterns

E

V 17. Usage of appropriate verb tenses

E

L 18. Usage of appropriate verb modes

III 19. Usage of active and passive voice

51/6

20. Usage of appropriate word order patterns

L 21. Enactment of dramatic roles and presentation of oral reports

E
V 22. Usage of all of the above

E
L 23. Speaking standard German at normal speed

IV



Ella und Louis auf Deutschlandtournee - für viele Deutsche der Inbegriff des Jazz.

Ella Fitzgerald and the late Louis Armstrong toured Germany with great success for years.

READING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

L 2. Recognition of punctuation and accent marks

E

V 3. Association of spoken word with written word

E

L 4. Recognition and comprehension of simple patterns

I 5. Recognition and comprehension of present tense

_____ 6. Comprehension of written material, such as simple dialogues, songs, and passages

7. Reading with proper pronunciation and intonation simple dialogues, songs, and passages

8. Recognition of vowel clusters and linkage

L 9. Association and observance of accent marks with stress

E

V 10. Recognition and comprehension of past and present tense, progressives,
E perfects

L

11. Recognition and comprehension of imperatives

II

12. Recognition and comprehension of subjunctive

13. Recognition and comprehension of word patterns

14. Comprehension of more complex dialogues, songs, pas-
sages

15. Reading more complex dialogues, songs, passages,
etc., with proper pronunciation and intonation

16. Application of proper stress patterns and
accentuation

17. Application of vowel clusters/linkage

- L 18. Comprehension of verb tenses
 E
 V 19. Comprehension of verb modes
 E
 L 20. Recognition and comprehension of active and passive voice
 III 21. Comprehension of word order patterns
 _____ 22. Reading with proper pronunciation and intonation
 L 23. Observance and comprehension of all of the above
 E
 V 24. Comprehension of material written in standard German
 E
 L

IV

Albert Einstein bei der Verleihung der Ehrendoktorwürde der Harvard Universität am 20. Juni 1935. Neben ihm James Bryant Conant, später Präsident von Harvard und von 1953 bis 1955 Hoher Kommissar der USA in Deutschland.

Albert Einstein received an honorary doctorate from Harvard University in June of 1935. The picture shows Einstein with Professor James B. Conant who subsequently served as President of Harvard and High Commissioner of Germany.



The vector $\vec{K}_1$ is the difference $\vec{K}_1 = \vec{K}_2 - \vec{K}_3$.
 The tangent $\vec{U}_1$ to K_1 is $\parallel$ to the tangent $\vec{K}_2$ and $\vec{K}_3$.
 can be easily constructed. This gives the relation
 $\vec{U}_1 = \vec{U}_2$

Einstein's Antwort für ein amerikanisches Schulmädchen, das ihn um Hilfe bei den Hausaufgaben gebeten hatte.

Einstein's reply to an American schoolgirl who wrote to him asking for help on her homework.

WRITING SKILLS DEVELOPMENT

Step 1. Association of vowel/consonant sounds with written symbols

2. Recognition of punctuation, capitalization and diacritical markings

L

E 3. Translation of spoken word to written word (through dictations, etc.)

V

E 4. Usage of simple patterns to form meaningful sentences

L

I 5. Recognition and comprehension of present tense

I

6. Awareness of agreement of nouns and adjectives, and subjects and verbs

7. Transformation of affirmative to negative statements; statement to interrogative

8. Written exercises on the above

_____ 9. Writing of simple dialogues/paragraphs

10. Recognition and translation of vowel clusters and linkage

11. Usage of punctuation and diacritical markings

12. Recognition and comprehension of past and present tense, progressives, perfects

L 13. Comprehension of sequence of tenses

E

V 14. Recognition and comprehension of imperatives

E

L 15. Recognition and comprehension of subjunctive

II 16. Recognition and comprehension of word patterns

17. Transformation of statements to commands

18. More difficult dictations of words, sentences, short paragraphs

19. More difficult written exercises

_____ 20. Writing of short paragraphs, dialogues, etc.

21. Reinforcement of sound-letter correspondence

L 22. Reinforcement of verb tense discrimination

E

V 23. Reinforcement of verb mode discrimination

E

L 24. Transformation of active to passive voice

III 25. Reinforcement of word order patterns

26. Reinforcement of writing answers to questions

27. More difficult dictations of sentences and narratives

_____ 28. Writing of short compositions on specified topics

L 29. Paraphrasing of dialogues, short stories

E

V 30. Writing of more complex compositions, dialogues

E

L 31. Usage of all of the above

IV 32. Writing of material in standard German

CONTENT AND SKILLS OF LEVEL I-IV

In the following pages each of the levels and skills development of the German language is described first according to content areas such as phonology, morphology, syntax, vocabulary and culture. It is hoped that upon completion of each level, a student will have been exposed to the items listed in each of these areas.

Levels and skills development are also described according to general expectations of the student upon completion of one particular level of study. For example, Level I Listening Skills describes the kinds of listening capabilities that a student should have at the end of Level I studies.

Generally speaking, if one were to very briefly describe the expectations of a student after completion of each level, it would be as follows:

Level I: The student will be able to...

- A. discriminate between English and German sound system.
- B. mimic with a high level of accuracy all German sounds encountered.
- C. discriminate between English and German word order and forms.
- D. comprehend and use basic sentence patterns of German.
- E. converse at an elementary level and in the present tense about topics such as school, the weather, introducing friends, the family, Christmas, etc.
- F. recognize and discuss cultural items such as folk dancing, du vs. Sie, and the German system of etiquette.

Level II: The student will be able to...

- A. mimic and use the German sound system.
- B. recognize and use the appropriate past tense forms.
- C. comprehend and give commands.
- D. recognize forms and usage of the subjunctive.

- E. converse and read at an intermediate level about topics such as travel and transportation, dining at a restaurant, shopping, making phone calls, etc.
- F. recognize and discuss cultural items such as Gemütlichkeit, tourist attractions and historical sites.
- G. write short paragraphs on any of the topics listed in E and F above.

Level III: The student will be able to...

- A. use the German sound system with a high level of accuracy.
- B. comprehend and utilize sequence of tenses.
- C. discriminate between active and passive voice.
- D. comprehend usage of subjunctive and conditional.
- E. utilize pronouns appropriately and accurately.
- F. converse and read at a more advanced level about topics such as current events, government, history, medical appointments, etc.
- G. recognize and discuss cultural items such as systems of education and government, historical highlights and personalities, recreation, etc.
- H. write longer narratives/compositions on the topics listed in F and G above.

Level IV: The student will be able to...

- A. utilize the German sound system proficiently.
- B. utilize appropriate grammar, structures, etc., to communicate effectively.
- C. converse with high level of proficiency on any subject to which he/she has been exposed.
- D. understand cultural differences and behavior of Germanic world.
- E. read various literary genres for personal interest, use.
- F. write clearly and effectively and in a style appropriate to the occasion.
- G. demonstrate his/her understanding of Germanic culture and its particular nuances.

An expanded perspective of these skill levels follows:

LEVEL I

Listening Skills:

Simple utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech.

Depending on the classroom setting and the materials used, the student will...

- A. recognize the letters of the alphabet.
- B. distinguish the sounds of German in minimal pairs of one or two syllables.
- C. demonstrate listening comprehension of the basic sound system of German, including pronunciation, rhythm, and intonation.
- D. demonstrate understanding of routine classroom directions given in German.
- E. distinguish affirmative, negative, and interrogative utterances.
- F. demonstrate comprehension of various situations and vocabulary, such as:
 - 1. greetings
 - 2. classroom objects
 - 3. giving and asking names, etc., as listed under vocabulary
- G. identify the appropriate response to oral questions or statements.
- H. recognize selected interrogative words in German, such as:
 - 1. wer
 - 2. wo
- I. demonstrate comprehension of selected common prepositions, such as:
 - 1. zu
 - 2. aus
 - 3. mit
 - 4. vor
- J. demonstrate comprehension of structures and grammar within the parameters of the level of study.
- K. identify the topic of simple dialogues.
- L. demonstrate comprehension of familiar materials in new contexts.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of German and are not offensive to the speaker's ear.

Depending on the classroom setting and the materials used, the student will...

- A. mimic all sounds of German.
- B. mimic all dialogue sentences and structures.
- C. repeat the alphabet and spell orally.
- D. ask and answer simple questions based on vocabulary and structures elaborated under LISTENING objectives.
- E. pronounce and sing the words of selected Germanic songs.
- F. use correctly and appropriately the vocabulary and structures elaborated under LISTENING objectives.
- G. use culturally acceptable forms and behavior in dialogues, etc.



Marlene Dietrich in Josef von Sternbergs „Der blaue Engel“, 1929.

Reading Skills:

All reading should incorporate only material which has been previously learned through listening and speaking skills. Emphasis is on the directed and semi-directed reading approaches.

I. Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of materials read aloud, such as dialogues, songs, selected reading passages, poems, etc.
- B. read aloud materials, such as dialogues, songs, selected reading passages, poems, etc.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of materials read silently, such as dialogues, songs, selected reading passages, poems, etc.
- B. read silently materials, such as dialogues, selected reading passages, and songs.

III. Independent

Generally restricted to basic material at this level.



Die National Carl Schurz Association in Philadelphia will den kulturellen Austausch mit Deutschland fördern und zugleich in den USA das Verständnis für den Anteil der Amerikaner deutscher Abstammung an der geistigen und wirtschaftlichen Entwicklung Amerikas wecken und festigen. Ihre zweisprachige Zeitung „Rundschau“ erscheint von September bis Mai monatlich in einer Auflage von über 100.000 Exemplaren.

Die „Rundschau“ berichtet – aus amerikanischer Sicht – über die verschiedenartigsten Aktivitäten im deutschsprachigen Raum.

The National Carl Schurz Association in Philadelphia promotes cultural exchange with Germany, and at the same time endeavors to awaken and strengthen America's awareness of the contribution made by citizens of German origin to the intellectual and economic development of the United States. The Association's bilingual periodical, „Rundschau“, appears monthly from September to May, and has a circulation of over 100,000. It is the purpose of „Rundschau“ to provide for the student of the German language in the United States a report of activities in German-speaking areas as seen from an American point of view.

Writing Skills:

Writing is based on material which the student has first encountered orally and has read silently or aloud.

I. Copying

Depending on the classroom setting and the materials used, the student will...

- A. write letters of the alphabet, numbers and punctuation marks.
- B. copy words, phrases, dialogues, songs, poems, and/or paragraphs.

II. Dictations

Depending on the classroom setting and the materials used, the student will...

- A. write letters of the alphabet, diacritical markings, numbers, and punctuation marks as dictated.
- B. write words, phrases, dialogues and/or sentences as dictated.

III. Directed Writing

Depending on the classroom setting and the materials used, the student will...

- A. rewrite sentences making necessary changes in structure or form.
- B. write answers to questions based on selected material which has been read.
- C. write simple paragraphs based on guide questions for selected materials.

IV. Independent Composition

Depending on classroom setting and the materials used, the student will...

- A. write simple sentences and/or paragraphs of 30 to 40 words describing familiar pictures and objects.
- B. write simple sentences and/or paragraphs of 30 to 40 words based on familiar situations and dialogues.

LEVEL II

Listening Skills:

All utterances are understood when spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Utterances become longer and more complex.

I. Situational

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of various situations and vocabulary, such as:
 - 1. all subjects listed under Level I Listening Skills, but in greater depth.
 - 2. shopping and dining at a restaurant.
 - 3. vacation travel expressions (routes, hotels, tickets, reservations).
 - 4. traffic directions, addresses and telephone numbers.
 - 5. selected historical sites and facts, geography.
 - 6. selected literary and historical figures.
- B. identify the appropriate response to an oral question or statement.
- C. demonstrate comprehension of recombinations of familiar material.
- D. demonstrate comprehension of the topic and the details of dialogues and other oral presentations.
- E. demonstrate comprehension of unfamiliar words and phrases through sensible guessing within the context of a familiar topic.

II. Structural

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of the structures listed under Level I Listening Skills, but in greater depth.
- B. demonstrate comprehension of the following structures and grammar:
 - 1. regular verbs in the following:
 - a. tenses
 - (1) simple present
 - (2) preterite
 - (3) imperfect
 - (4) selected perfect and progressive
 - (5) future

Listening Skills (cont.):

b. forms

- (1) infinitive
 - (2) imperative
 - (3) past participle
 - (4) present participle
 - (5) subjunctive (for recognition only)
2. selected irregular verbs in the above tenses and forms
 3. reflexive verbs in the above forms
 4. simultaneously placed direct and indirect object pronouns
 5. abbreviated forms of words, e.g., z.B., usw.
 6. subordinate and coordinate clauses



Wiedaufst. 1848/49

Carl Schurz als General im Bürgerkrieg.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of German and are not offensive to the ear. Emphasis gradually shifts from mimicked to directed and original utterances and spoken utterances become longer and more complex.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate greater skill in producing the sounds of German (in comparison with the level of fluency achieved in Level I).
- B. demonstrate the ability to mimic longer and more complex utterances (in comparison with the level of complexity achieved in Level I).

II. Directed (teacher-motivated responses)

Depending on the classroom setting and the materials used, the student will...

- A. answer with complete sentences questions based on vocabulary and structures previously listed under the listening objectives.
- B. be able to ask questions based on the vocabulary and structures previously listed under the listening objectives.
- C. present oral summaries of approximately 30 words based on reading material presented at this level.
- D. demonstrate the ability to use the following structures and grammar:
 - 1. all those listed under the listening objectives.
 - 2. verbs governing an infinitive.
 - 3. formation and use of the subjunctive mood (limited).
- E. demonstrate an awareness of cultural patterns and behavior.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

- A. use correctly and appropriately the vocabulary listed under the listening and directed-speaking objectives.
- B. use correctly and appropriately the structures listed under the listening and directed-speaking objectives.

Reading Skills:

All material read is either a recombination of known vocabulary and structures or is initially presented by the teacher for silent reading comprehension and follow-up reading.

I. Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of material read aloud, such as dialogues, selected reading passages, songs, and poems.
- B. read aloud material, such as dialogues, selected reading passages, songs, and poems.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of material read silently, such as dialogues, selected reading passages, songs, and poems.
- B. read aloud materials such as dialogues, selected reading passages, songs, and poems.

III. Independent

Very limited at this level using a selected list of approved materials.



Alfred Austerlitz – bekannter unter seinem Künstlernamen Fred Astaire – stammt von Österreichischen Einwanderern ab. Das Foto zeigt ihn in dem Film „Top Hat“, 1935.

Alfred Austerlitz, better known by his stage name of Fred Astaire, shown here in the film "Top Hat" (1935). This son of Austrian immigrants has been a popular favorite on both sides of the ocean.

Writing Skills:

All written work is spelled correctly and reflects the proper use of words, phrases, and sentences which the student has first learned orally and has read silently or aloud.

I. Dictations

Depending on the classroom setting and the materials used, the student will write vocabulary words, phrases, and simple paragraphs based on material previously learned.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will...

- A. write answers to questions based on material read.
- B. write questions based on material read.
- C. write brief compositions based on answers to questions about material read.
- D. use structures learned at this level, making the necessary written changes required by specific patterns.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will...

- A. write brief compositions of 40 to 50 words based on material read.
- B. write brief compositions of 40 to 50 words describing a picture, an object, or a situation.
- C. write short original dialogues based on everyday situations or those listed under Listening Skills objectives.

LEVEL III

Listening Skills:

All recorded utterances are spoken in standard German by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns, such as dialects, child's utterances, sub-standard speech or slang, specifically studied in connection with a particular dialogue, play, poem, or reading selection.

The listening skills refer to understanding the spoken language without reference to the written form except in situations such as an aural comprehension test.

I. Situational

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of various situations and vocabulary, such as
 1. all subjects listed under Levels I and II Listening Skills, but in greater depth.
 2. occupations and occupational titles.
 3. sickness and making an appointment to see a doctor.
 4. historical highlights, especially of Europe, Canada, Africa, and the Pacific.
- B. demonstrate comprehension of adapted selections from plays, stories, and other materials, utilizing familiar vocabulary and structures.
- C. demonstrate comprehension of recordings of selected materials, such as plays, poems, short stories, and songs.
- D. demonstrate comprehension of sound tracks of audio-visual materials, such as movies, and filmstrips.
- E. demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

Depending on the classroom setting and the materials used, the student will...

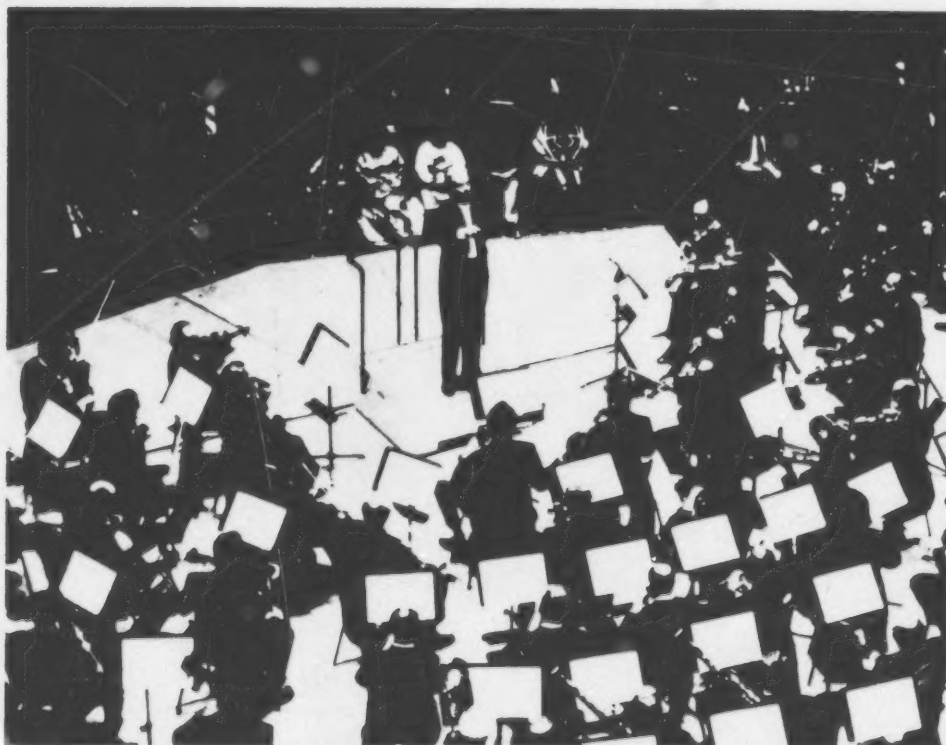
- A. demonstrate comprehension of the structures listed under Levels I and II Structural Listening Skills, but in greater depth.
- B. demonstrate comprehension of the subjunctive mood & passive voice.

Listening Skills (cont.):

- C. demonstrate comprehension of discrimination among verb tenses and moods.
- D. demonstrate comprehension of forms and positions of various pronouns.

III. Enrichment

Invite native speakers for specific topics to be presented in the target language.



Im Rahmen der Feierlichkeiten zum zweihundertjährigen Bestehen der USA besuchte das Philadelphia Orchestra unter Eugene Ormandy (oben) 1975 die Bundesrepublik. 1976 werden die Berliner Philharmoniker unter Herbert von Karajan (links) in den Vereinigten Staaten gastieren.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of German and are not offensive to the ear. Emphasis is placed on directed and original utterances.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, poems, songs, and other selected materials in comparison with the level of fluency achieved in Levels I and II.

II. Directed (teacher-motivated)

Depending on the classroom setting and the materials used, the student will...

- A. answer with complete sentences any question which contains familiar vocabulary and structures.
- B. ask questions using familiar vocabulary and structures.
- C. demonstrate ability to use familiar vocabulary and structures.
- D. present oral summaries of approximately 40-60 words based on reading material presented at this level.
- E. recite selected poetry with pronunciation and intonation patterns fitting the mood of the poem.
- F. enact roles from selected skits and plays with pronunciation and intonation patterns fitting the culture.
- G. present oral descriptions and/or explanations of pictures, current events, filmstrips, and movies using familiar vocabulary and structures.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

- A. present dialogues simulating every day situations, using patterns approximating native speech.
- B. give monologues using patterns approximating native speech.
- C. discuss familiar topics using patterns approximating native speech.

Reading Skills:

All material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

Depending on the classroom setting and the materials used, the student will...

- A. read aloud with proper pronunciation and intonation, passages such as dialogues and poems.
- B. demonstrate comprehension of written material, such as dialogues, poems, and selected reading passages.

II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

- A. read aloud with proper pronunciation and intonation, passages such as dialogues and poems.
- B. demonstrate comprehension of written material, such as dialogues, poems, and selected reading passages.

III. Independent

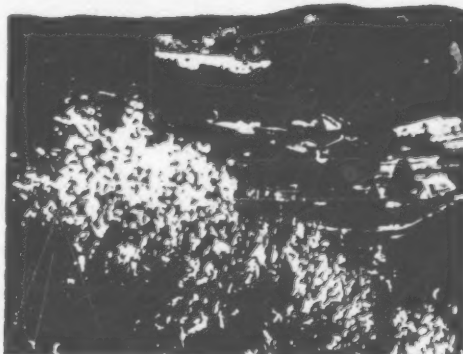
The student will read simple material in books, magazines, and newspapers, usually at one level below the instructional level.



gazette

„Gazette“, die offizielle Zeitschrift des Verbandes der Deutsch-Amerikanischen Klubs e. V., die Austausch und Begegnung zwischen Deutschen und Amerikanern fördern.

„Gazette“, the magazine of the Federation of German-American Clubs; which encourage exchange and encounter between German and Americans.



Writing Skills:

All written work reflects correct spelling and proper use of vocabulary and structures.

I. Dictations

Depending on the classroom setting and the materials used, the student will write selected paragraphs of familiar material and/or recombinations of it.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will continue the activities as described in Level II Directed Writing Skills, while using more complex materials.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will continue the activities as described in Level II Independent Composition, but of a greater length and difficulty.



Die bescheidenen Anfänge der Raumfahrt in Reinickendorf bei Berlin 1930. Zweiter von rechts: Wernher von Braun.

Beginnings of rocket technology in Reinickendorf near Berlin - the young Wernher von Braun is the second from right.

LEVEL IV

Listening Skills:

All recorded utterances are spoken in standard German by native speakers. Teacher utterances are spoken in standard speech at normal speed. There will be some variations in speech patterns, such as dialects, child's speech, substandard speech, or slang which may be discussed in connection with a particular play, poem or other reading selection.

I. Situational

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate comprehension of various situations and vocabulary related to all subjects listed under Levels I-III Listening Skills, but in greater depth.
- B. demonstrate comprehension of selections from adaptations of plays, novels, stories and other materials utilizing familiar vocabulary and structures.
- C. demonstrate immediate comprehension of questions and comments based on familiar material.
- D. demonstrate comprehension of standard German in normal conversational situations.
- E. demonstrate comprehension of lectures, broadcasts, and recordings of subjects within vocabulary and structural range.
- F. demonstrate comprehension of material which is only partially familiar through contextual clues.

II. Structural

Depending on the classroom setting and the materials used, the student will demonstrate comprehension of the structures listed under Levels I-III Structural Listening Skills, but in greater depth.

Speaking Skills:

All mimicked and directed utterances are spoken with rhythm, intonation, pronunciation, and speed approximating native speech. Original utterances are spoken well enough to be understood by a native speaker of German and are not offensive to the ear. Emphasis is on directed and original utterances.

I. Mimicry (repetition of a model)

Depending on the classroom setting and the materials used, the student will demonstrate greater skill in mimicking model sentences, when compared with the level of fluency achieved in Level III.

II. Directed (teacher-motivated responses)

Depending on the classroom setting and the materials used, the student will demonstrate the ability to perform the skills previously listed under Level III Directed Speaking Skills, but in greater depth.

III. Original (creative expressions)

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate the ability to perform the skills previously listed under Level III Original Speaking Skills, but in greater depth.
- B. demonstrate the ability to communicate in German in a way to the level of study.



Berlin's Regierender Bürgermeister von 1948 bis 1953, Dr. Ernst Reuter, übergibt das millionste CARE-Paket.

Berlin's Governing Mayor from 1948 to 1953, Dr. Ernst Reuter, takes delivery on the millionth CARE package.

Reading Skills:

Material read is either a recombination of familiar vocabulary and structures or is initially presented by the teacher.

I. Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate the ability to perform the skills previously listed under Level III Directed Reading Skills, but in greater depth.
- B. read aloud demonstrating the awareness of how phonology affects meaning.

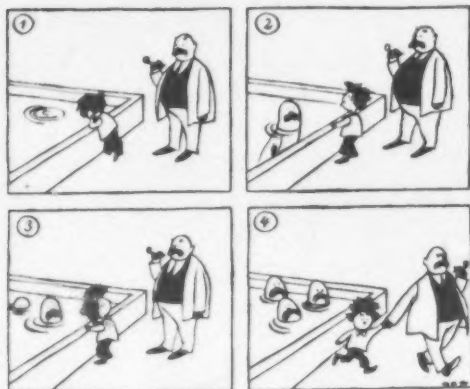
II. Semi-Directed

Depending on the classroom setting and the materials used, the student will...

- A. demonstrate the ability to perform the skills previously listed under Level III Semi-Directed Reading Skills, but in greater depth.
- B. read aloud demonstrating the awareness of how phonology affects meaning.

III. Independent

The student should become acquainted with books, newspapers, and magazines.



Ein exemplarisches Beispiel für Bildgeschichten ohne Worte: „Vater und Sohn“ von E. O. Plauen (um 1935).

E. O. Plauen's "Father and Son" was the only internationally known German comic strip between the two world wars.

Writing Skills:

All written work reflects proper use of vocabulary, standard spelling, and structures.

I. Dictations

Depending on the classroom setting and the materials used, the student will write selected paragraphs of familiar material and/or recombinations of it.

II. Directed Writing

Depending on the classroom setting and the materials used, the student will...

- A. write answers to questions based on material presented.
- B. write questions based on material presented.
- C. write compositions based on answers to questions and/or suggested guidelines about familiar material.
- D. make necessary written changes required by the grammatical patterns.
- E. paraphrase what is heard in dialogues, short stories, etc.

III. Independent Composition

Depending on the classroom setting and the materials used, the student will...

- A. paraphrase sentences from reading material containing difficult vocabulary.
- B. write compositions based on material discussed or read.
- C. write original compositions on a variety of subjects as assigned by the teacher.
- D. write original dialogues based on familiar situations.
- E. write using vocabulary appropriate to the situation.

USING A TEXTBOOK SERIES

The development of teaching strategies over the years has been from the so-called "traditional" system of basal book orientation to the audio-lingual approach. As a consequence, many school districts have adopted as basic texts one or another of the various sets of materials designed for the implementation of the audio-lingual approach to language teaching. These textbooks, tapes, workbooks and accompanying manuals are teaching aids which must be adapted to the needs of each class.

Necessary adaptations, deletions, and additions to the text and materials must be made by teachers in accordance with the amount of time at their disposal for teaching the program as well as the makeup and goals of each class. Students differ in ability, motivation, age, and preparation. Some may have had instruction in elementary school or at home. Credit by examination can be used in these cases to better place the students.

The earlier the program in German is begun, the greater the opportunity afforded for working toward mastery, particularly in the areas of listening and speaking. In working with students who begin their study of German in grade 7, teachers will find many opportunities to supplement the basic materials of the basal texts. They will be able to apportion more time to the audio-lingual training phase; pay more attention to cultural materials as an integrated part of the program; introduce poetry, proverbs, and songs; extend the basic vocabulary of the various units; and develop dialog adaptation to a far greater degree. Teachers will probably find that, regardless of the textbook being used and the point at which the students begin their study, they will have to provide additional material for reinforcement of a specific concept, additional drills for mastery of a particular structure, and additional narratives for aural comprehension or reading practice. None of the new textbook programs is complete in itself. Each has to be supplemented in some way to meet the needs of a particular class or of the total program. Teachers should not hesitate to seek out and use the additional materials required to bring the class closer to the objectives, always remembering that when introducing new items supplementary to the basic material, provision must be made for their complete integration through their inclusion in pattern drills, question and answer drills, and directed dialog practice, and they must allow for later re-entry if the additions so demand.

Teachers may prepare these extra materials themselves, but it is suggested that they either go to other sources whenever possible to save time and effort or that they try to enlist the joint effort of the other language teachers in preparing such materials.

It would be a worthwhile project to be undertaken in an inservice workshop program under the direction of a capable and experienced chairperson or supervisor. In this manner, the materials will directly reflect the thought of the group as it pertains to the text and will supply everyone in the department with identical supplementary drills.

It has been found that the material offered for instruction at a given level in the various audio-lingual texts is often too extensive to be covered in one year. This is particularly true of the first-level materials when German is begun in grade 7. Deletions or adaptations will often be necessary. However, if a unit of the textbook is omitted, any new vocabulary in the discarded unit which is basic to the units that follow must be introduced and drilled as items of pattern practice and in question-answer practice. Of course, all re-entry drills of previously learned structures contained in this unit can be retained and utilized in the standard manner.

It seems important, nevertheless, that no matter how many adaptations are made or how much supplementary material are required in the proper utilization of the textbook series, two considerations be kept in mind. First, that the book be used as closely in accordance with the author's recommendations as possible (especially the first time that it is being used) and second, that the entire series be employed. Each level of a properly prepared series develops and supplements the former by repeating, stressing, and expanding conversational patterns, grammatical needs, vocabulary categories, and ultimately literary skills. The third- and fourth-level texts should be the logical culmination of a coordinated and systematic program, and therefore, serious consideration should be given to the adoption of a total textbook series.



Die Rotationsmaschine von Richard M. Hoe, New York, 1846: ein Meilenstein auf dem Weg zu den Zeitungen unserer Tage.

A rotary printing press, invented by Richard M. Hoe in 1846. The inventor called his machine a "Revolving press".

EVALUATION

The widespread use of audio-lingual techniques in foreign language teaching has given rise to a reconsideration of evaluative procedures. The general conclusion has been that a truly purposeful testing program is one which comprehends evaluation of progress in the four basic communication skills; in control of structure, vocabulary, and idiom; and in acquisition of cultural knowledge.

Teacher-Made Tests

Even if audio-lingual texts have accompanying test materials, it is suggested that teachers devise additional tests on their own. In some cases, too much material must be covered before the class is ready to take the test which accompanies the textbook series. In others, there is little or no variety in the test types. Some of these materials are deficient in that they are not sufficiently comprehensive in terms of testing a variety of skills and the control of structure and vocabulary. Furthermore, if the teacher has adapted the unit in any way by addition or deletion, the test will no longer be completely valid. Criterion referenced testing should be considered where applicable.

In constructing their own tests, teachers should be sure that the tests reflect audio-lingual aims and procedures. The use of non-contextual items for the testing of structural control and vocabulary (e.g., writing of conjugations, word lists to be translated, etc.) is a practice that is only partially consistent with the audio-lingual approach. It is suggested that test items be presented in increasing order of difficulty so that the student may not be discouraged at the outset. Where possible, test items should test one point only. This is particularly true in the testing of structure, vocabulary, and idioms.

Aural Comprehension

In the following types of tests the students need not see any German. They have an answer sheet containing numbered or lettered items. Each example is heard only once, particularly after the initial few tests when students are aware of the style and format.

Sound Discrimination Tests:

The student sees a picture of a boy singing in a choir. The teacher pronounces a pair of sentences. The student circles on the answer sheet the number of the sentence which best describes the picture.

- Teacher:
1. Der Junge singt.
 2. Er macht seine Arbeit.

The student hears a pair of sentences, as those above, and circles the word "gleich" or "ungleich" on the answer sheet depending on the situation.

The student hears a series of three sentences, one of which is different from the other two. He or she circles on the answer sheet the number of the sentence which differs from the others.

- Teacher: 1. Sie haben sechs Schwäne.
2. Sie hat sechs Schwäne.
3. Sie haben sechs Schwäne.

Identification Test:

The students see a set of three or four pictures. They hear a simple sentence and circle on the answer sheet the number of the picture which best relates to that sentence. This test may also be used to test reading comprehension and vocabulary items.

Example: Three pictures in simple stick-form are displayed.
No. 1 shows sun, No. 2, rain, No. 3, snow. The teacher reads a sentence once or twice:

Teacher: Es regnet.

Continuation Test:

The student hears a statement. The speaker then pronounces three or four additional statements, only one of which is a logical continuation to the thought of the original statement. The student circles on the answer sheet the number of the statement which most logically continues the thought of the speaker. This type of test may be presented visually as a test of reading comprehension.

Speaker: Ich kaufe meinem Freund ein Geschenk.

- Choices: 1. Das Wetter ist schön.
2. Ich möchte gern Paris besuchen.
3. Morgen wird er sechzehn Jahre alt sein.

If teachers decide that they would like to make up multiple choice completion tests to be used in the testing of aural comprehension, it is suggested that all completion choices should be left for the final slot and that medial slot choices should be avoided particularly in early levels.

Good: Die Kinder wollen _____.

Poor: Hans _____ ins Kino.

The second type of item frequently causes confusion when the choices are presented because of the break in the continuity of the sentence.

Tense discrimination:

(For use late in Level I and in subsequent levels.) The student hears a statement involving a verb indicating a time period. On an accompanying answer sheet he or she circles the number corresponding to the adverbial expression of time.

Speaker: Mein Vater ist zurückgekommen.

Choices: 1. morgen 2. gestern 3. nächste Woche

Control of Structures and Forms

These tests may be used by the teacher as supplements.

Parallel Structures: The student sees--

Ich sehe das Buch

Ich sehe es.

Sie kaufen das Spiel.

_____.

The student fills in the blank space making the same changes as in the model. The test may also be administered orally, but this makes it very difficult initially.

Sentence Construction:

The student sees a sentence accompanied by a number of lexical items. He or she writes a new sentence without change of tense or word order substituting the lexical items in their proper places, making any necessary changes.

The student sees:

Gesa hat noch die beste Note.
Arbeit/immer/Hans/machen/gut.

The student writes:

Hans macht immer gute Arbeit.

The student sees a series of unconnected words. He or she must construct a logical sentence without altering the word order. Tense and number may or may not be stipulated at the teacher's discretion. The student sees:

1. fahren/Sommer/Frankreich/du/nach/während
2. The student writes:
3. Du fährst nach Frankreich während des Sommers.

Testing Vocabulary and Idioms

The following suggestions along with those the teacher normally uses will offer a wide range of choices. All of these require that the students be able to comprehend what they are reading. None of these needs to employ the English translation even at Level I.

1. The student chooses an antonym (or synonym) of an underlined or italicized word in a sentence.
2. The student chooses a word which belongs to the same class underlined or italicized word in a sentence.
3. The student chooses a word which is defined in a sentence.
4. The student chooses the word that is missing in a structure or idiom in a given sentence.
5. The student chooses the word or idiom whose meaning best fits a blank space in the sentence.
6. The student has a duplicated sheet of simple drawings. He or she is instructed to place a number corresponding to a statement below the correct picture.

Continuous Evaluation

Evaluation of a student's ability and performance within the language class is not solely a matter of a few tests and quizzes administered during the semester or marking period. It is rather a continuous process in which every repetition, or every response to a direction or a question, guides the teacher in determining the individual student's degree of comprehension and language performance.

In arriving at a specific grade for the marking period, a number of devices in addition to the test and quiz questions may be brought to bear. The teacher may at times, in the course of daily routine, grade rapidly the performance of the individual pupil as he or she repeats the drills, manipulates adaptations and transformation drills, or answers and asks directed questions.

As the class is using the language laboratory or electronic classroom, teachers may keep before themselves two sheets of paper, each on a clipboard. One sheet identifies the students by seating position; the other provides space for each student so that the teachers can make notes as they monitor the activities during a tape drill. In the lower corner of the sheet are recorded the date, tape, and class. Each student monitored receives an evaluative score based on the ability to echo or to manipulate a drill pattern. Within a period of 10 minutes, the teacher can evaluate half a pattern. Not only will these numerous scores yield a measure of the student's achievement, but they will also record growth through the school year.

Individualized grading and personal growth is important. Grading has far more benefits as encouragement and recognition of effort than it does as an instrument of threat.

Reporting to Parents

The nature of audio-lingual instruction when used suggests a degree of concentration and application required of students that would seem to indicate the conventional means of reporting student progress to parents is not always adequate. Experience has shown that many parents question the meaning of the letter or number grades normally used, especially during any prereading phase when the students do not write the customary paper-and-pencil type tests. They want to know how the teacher has arrived at the grade and also just what the grade reflects. An explanatory note to students and/or parents can prevent misunderstandings and foster cooperation and good relationships.

In order to be as objective as possible, the following sample rating sheet can be used as a guide for teachers. A good, average and poor scale is useful.

A. General

1. Retention
2. Preparation of written homework

3. Preparation of oral homework
 4. Participation in classroom recitation
- B. Classroom Work
1. Listening
 - a. Discriminating sounds
 - b. Understanding the teacher
 - c. Understanding other pupils
 - d. Following oral directions and instructions
 - e. Comprehending moderately long passages
 - f. Understanding and manipulating oral drills and dialog adaptations on tape
 2. Speaking
 - a. Repeating a word or phrase correctly
 - b. Repeating a sentence correctly
 - c. Pronouncing accurately
 - d. Speaking with acceptable rhythm, linking, and intonation
 - e. Using German for communication
 3. Reading
 - a. Reading material learned audio-lingually
 - b. Comprehending new material and recombinations without recourse to translation
 - c. Manipulating materials derived through reading
 4. Writing
 - a. Accurately transcribing materials learned audio-lingually
 - b. Writing correctly from dictation
 - c. Answering in written form questions on materials mastered audio-lingually
 - d. Performing substitutions and transformations under guidance

IDEAS FOR LEARNING ACTIVITIES

Life is exciting and continually changing. Language enhances and facilitates our enjoyment of an infinite variety of activities. Each new adventure reinforces our experiences and therefore our language fluency.

The classroom should simulate this marvelous variety of so many things happening in so many ways. There is no excuse for a language class to be boring. Students are motivated and sustained by maintaining variety and excitement.

The following 21 activities are ideas which should help make language learning more natural and more enjoyable.

1. Have student identify items of clothing from pictures, then pass the pictures on to next student. If teacher begins with 10-15 different pictures, by the end of the time period, each student will have identified that many different items of clothing. You can challenge the students more if you set a time limit on how long they can hang on to each picture. Note: This can be done with parts of the body and other units, as well.

2. Word pairs: Teacher gives one member of a common food pair and student(s) supplies other member of the pair.

Example: Kaffee: Kuchen

3. Have students do short "how-to" demonstrations in which proper use of the imperative is absolutely essential.
4. Have students create ads for a newspaper or magazine in which the imperative is again essential.

Example: "Fly the friendly skies of United."

5. "You are There": Students take role of a reporter and famous historical personality. Reporter interviews famous person about what he/she did, why, how, etc. Proper use of tenses is crucial.
6. Have students consider different forms of letters. Show them and discuss with them samples of different forms/styles. Then have them write different kinds of letters varying the style according to the occasion--love letter, letter to Mother, letter to apply for a job, etc.
7. Charades: Teacher writes different proverbs on slips of paper. Each student draws one slip and tries to get other students to guess the proverb by acting it out.

8. Have students find examples of what German people do for recreation by finding articles or pictures in periodicals, such as *Der Spiegel*. Ask them to do a comparison between recreation in the United States and the Germanic world.
9. Have students draw from selected topics, take a few moments to organize his/her thoughts, then give an impromptu talk on the selected topic.
10. Have students rewrite a well-known fable and legend in German. They will demonstrate their understanding of German culture by adapting the fable or legend to fit a German context.
11. Have students interview German speaking guests from the community. This can be done individually or by having the class listen in on an interview being conducted by a classmate. As a follow-up activity, have students write an article in which they summarize the highlights of the interview.
12. Have students listen to radio broadcasts from the Germanic world. Follow up with a class discussion of the broadcast. See if students can make analogies, comparisons, etc., with historical events or cultural units previously encountered in lower levels.
13. Have students enact a play in German.
14. Have students "teach" students of lower levels either as tutors or as "teacher for a day." Be sure to review their lesson plans and offer assistance and supervision as much as possible. This can also be done with elementary school classes. High school students seem to enjoy working with younger students.
15. Have students organize and participate in a German speech festival with categories, such as oral interpretation, oratory, impromptu, etc. This can be an inter-school as well as an intra-school activity. This is more applicable to upper levels.
16. Have students act as "tour guides" for intermediate school exchanges or have them assist the Hawaii Visitor's Bureau.
17. Have the more capable students write original short stories or poems. Share them with the class.
18. Have students produce their own original filmstrips or slide shows on a German topic of their own choosing. They can write various scripts which may differ in terms of the audience.

19. Have students set up a dining table in class. Teach students the names for different eating utensils, etc. Make up a set of cards on which you describe individual problems, etc., which one might encounter in a restaurant; i.e., "You dropped your fork. Ask the waiter for another one." A capable student or the teacher can play the part of the waiter. As the meal progresses, you ask a student to select a new card from the ones that remain. All conversations will be conducted in German as much as possible.
20. Have students do initial research and readings about the history of a part of the Germanic world, let them do a pictorial history of the significant events, such as preparing a mural of its history.
21. Jeopardy: Divide class into teams. Teacher gives name of a person, place, or event. Students give the question that would give that answer.

Example: Teacher says, "Der Rhein." Students should say, "Wie heit der wichtigste Flu Deutschlands?"

Philadelphische Zeitung.

S A M B S T A G, den 6 Mey. 1732,

*An alle teutsche Einwohner der Provinz
Pennsylvanien.*

NACHDEM ich von verschiednen teutschen Einwohnern dieses Landes bin ersuchet worden, eine teutsche Zeitung ausgehen zu lassen, und ihnen darinnen das vornehmste und merckwürdigste neues, so hier und in Europa vorfallen möchte, zu communiciren; doch aber hierzu viele mühe, große correspondenz und auch Unkosten erfordert werden: Als habe mich entschlossen, denen teutschen zu lieb, gegenwärtiges Specimen davon heraus zu geben, und ihnen dabey die Conditiones welche nothwendig zu der continuation derselben erfordert werden, bekant zu machen.

Erstlich, müsten zum wenigsten, um die unkostendie darauf lauffen, gut zu machen, 300 stücks können gedruckt und debitiret werden, und müste in jeder Township dazu ein mann ausgemachet werden, welcher mir wissen liefse, wie viel Zeitungen jedes mahl an ihn müsten gesandt werden, und der sie dan weiters einen jeglichen zustellen und die bezahlung davor einfordern müste.

Vor jede Zeitung muß jährlich 10 Shillinge erlegt, und davon alle quartal 2 sh. 6 d. bezahlet werden.

Dagegen verspreche ich auf meiner seite, durch gute Correspondenz die ich in Holland und England habe allezeit das merckwürdigste und neueste so in Europa und auch hier passiret, alle

woche einmahl, nemlich Sonnabends in gegenwärtiger form einer Zeitung, nebst denen schiffen so hier abgehen und ankommen, und auch das steigen oder fallen des Preisses der Güter, und was sonst zu wissen dienlich, bekandt zu machen.

Advertissemante oder Bekant machungen, welche man an mich schicken möchte, sollen das erste mahl vor 3 shill. 3 mahl aber vor 5 shil. hinein gesetzt werden.

Und weil ich nützlich erachte die gantze beschreibung der aufrichtung dieser provintz, mit allen derselben privilegien, rechten und gesetzen, bey er-mangelung genugsamer Neuigkeiten, darinnen bekandt zu machen; solte nicht undienlich seyn, daß ein jeder, zumahl wer kinder hat, diese Zeitungen wohl bewahre, und am ende des jahres an einander hefte; zumahl da solche dann gleichsam als eine Chronica dienen können, die vorigen Geschichte daraus zu erschen, und die folgende desto besser zu verstehen.

Auch wird anbey zu bedencken gegeben, ob es nicht rahtsam wäre, in jeder grossen Townshipeinen reitenden Boten zu bestellen, welcher alle woche einmahl nach der stadt reiten und was ein jeder da zu bestellen hat, mit nehmen könne.

So bald nun die obgemeldte anzahl der Unterschreiber vorhanden, welche so bald als möglich ersuche in Philadelphia